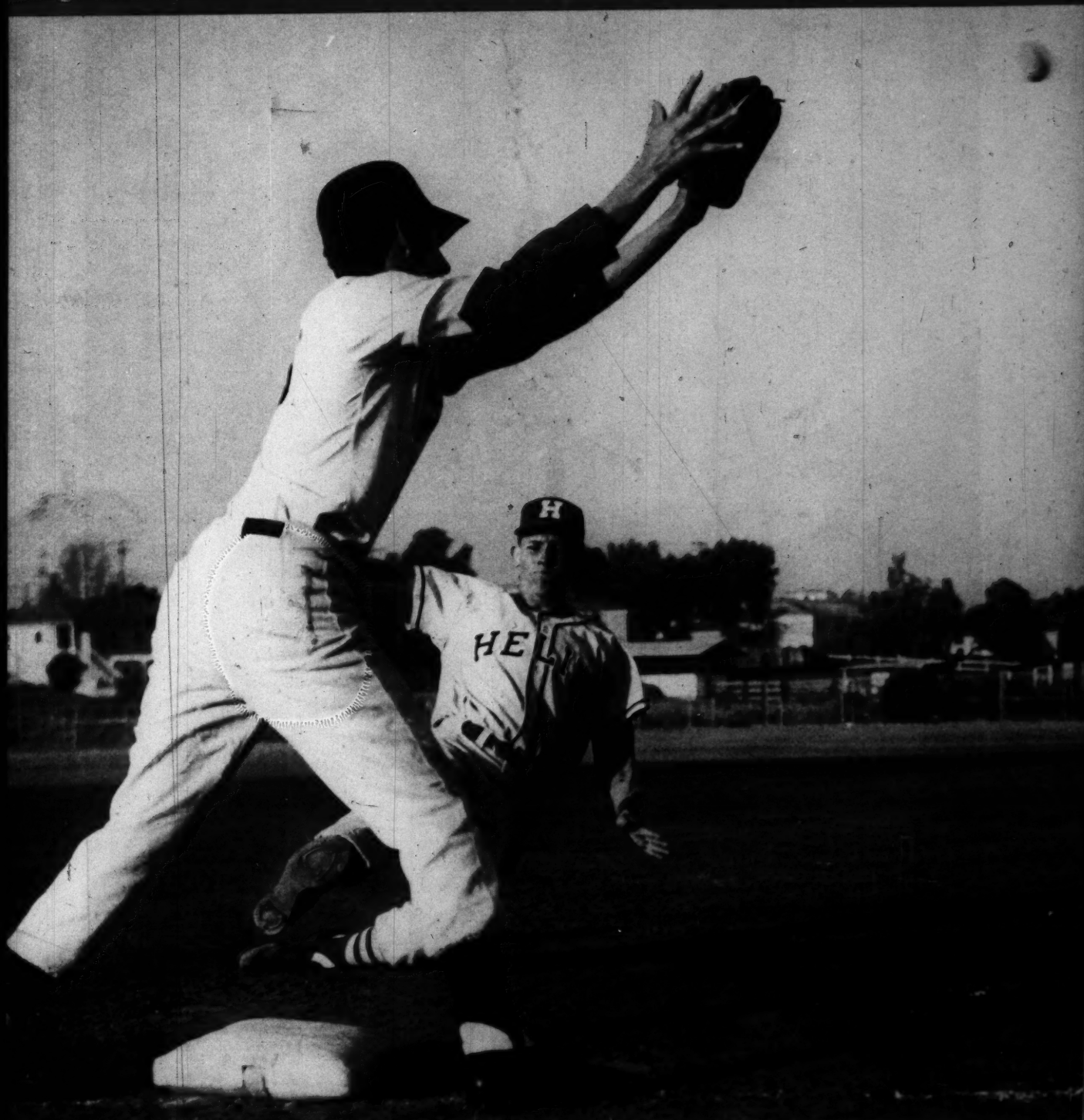
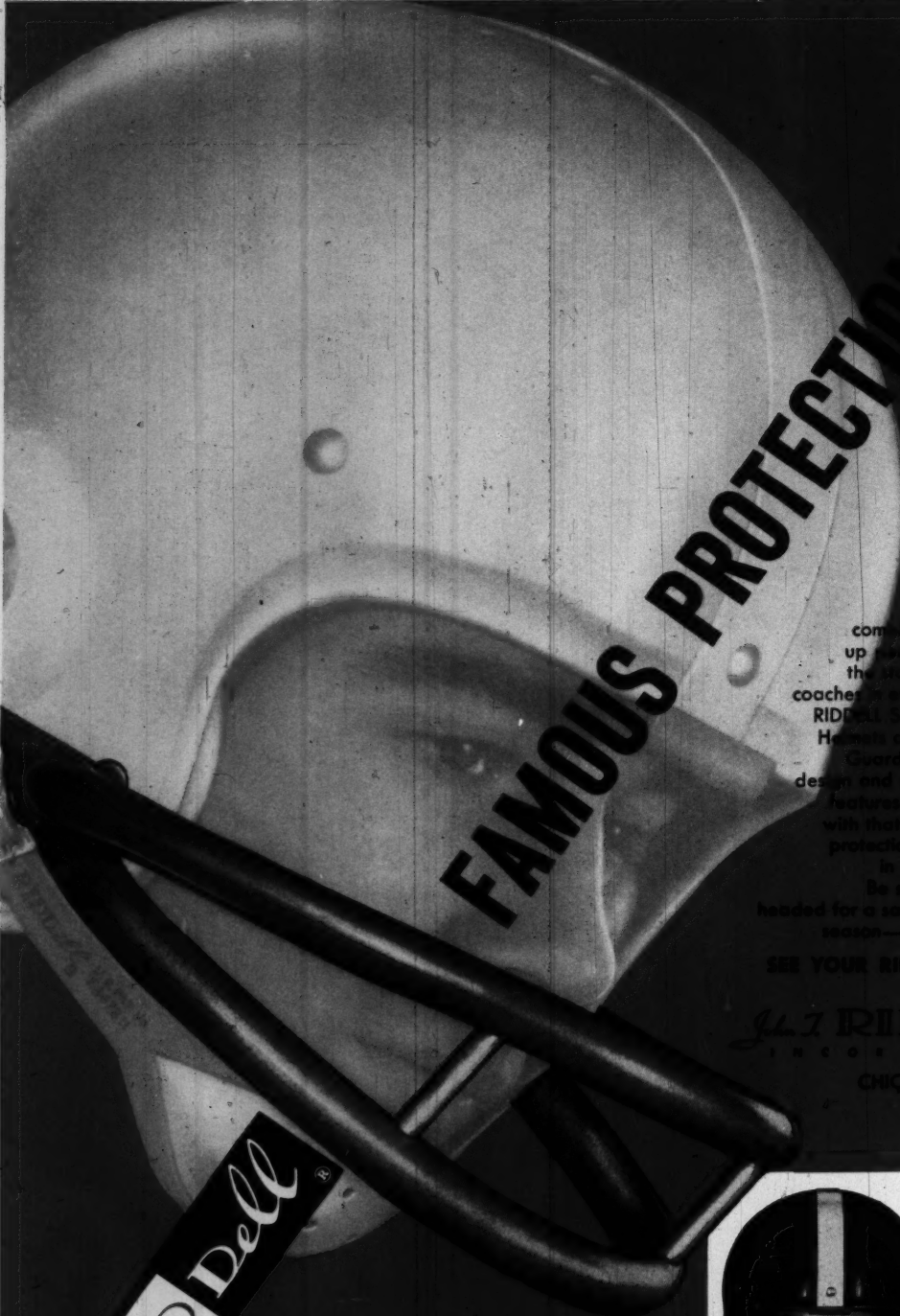


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MARCH 1960 • 35





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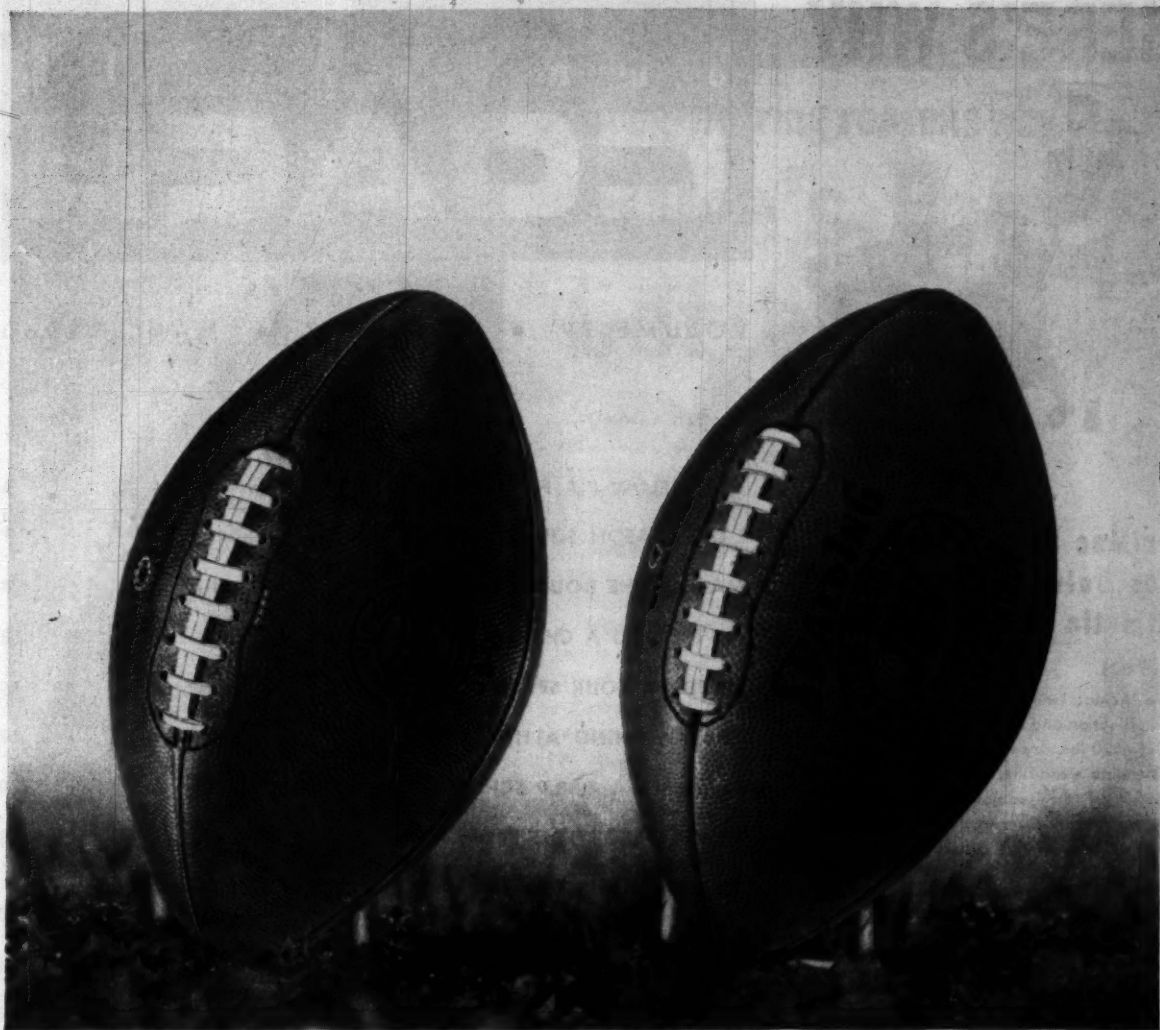
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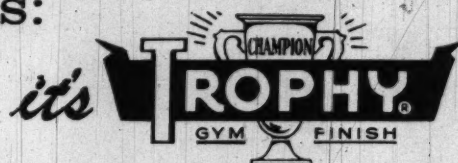
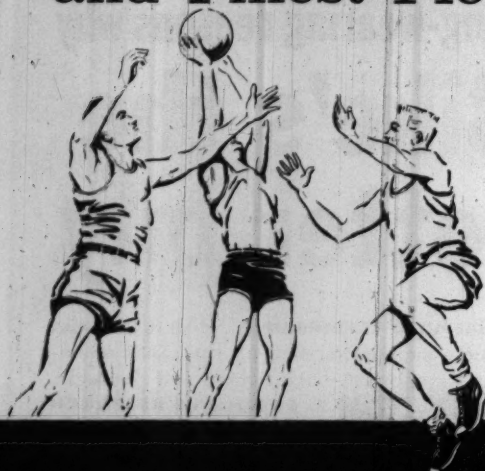
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"A festive and joyous occasion"

WHEN the planning committee for the Catholic Central H. S. (Grand Rapids, Mich.) annual banquet invited Msgr. William J. Murphy, the school principal, to deliver the invocation at the 1960 exercises honoring the school's championship eleven, they expected the conventional little benediction that "kicks off" almost every football banquet.

What they got was a gem of the purest ray serene—an extraordinarily graceful compound of wit, piety, and apperception that evoked such a profound response that Frank S. Geary, assistant faculty manager of athletics, felt compelled to relay it to us.

Almighty God, our good and gracious Father, we find ourselves gathered here tonight on a festive and joyous occasion. We gather in a traditional American fashion to do a traditional American thing—to give some small honor to a group of American boys and to those men who have directed their activities in football.

This is not, dear Lord, an occasion on which we should be puffed up with hollow pride in our own marvelous achievements, for all good things must begin in Thee and in Thee be happily ended.

Through Your goodness You have blessed the brains and the brawn of these young men, you have for the most part kept them from serious injury, and you have allowed them the fulfillment of a boyhood football dream. We pray that the sacrifice and effort required of them in the achievement of their goal will stand them in good stead in the years stretching out before them.

Perhaps heaven is not too concerned with football, but You and all in heaven are concerned with men—men of principle and honesty and integrity, men who can and will make sacrifices to accomplish good things, and we pray that because of football these young men will do far greater and nobler things in the years that lie ahead.

You have told us that life is a constant warfare and through Your great Apostle Peter that the "devil is a roaring lion seeking whom he may devour." Give these young men the grace to meet this common adversary

of us all with the right block or the right tackle at the right moment.

May we also remind You, Lord, that football terminology is almost as old as the Church, for we read in the life of one of Your great athlete martyrs, St. Lawrence, that he died on the gridiron. Therefore, we ask your gracious indulgence with all the football words that shall be spoken here this evening.

And now as we go about the first part of these festivities, we call to mind the words of the great St. Paul, "Whether you eat or drink or whatever else you do, do it all for the honor and glory of God." We are sure You know the appetites of athletes, and therefore we are about to give you much honor and much glory.

And so we humbly ask that You will bless us and these Thy gifts which we are about to receive from Thy bounty through Christ, Our Lord, Amen.

THIS old graying mare certainly ain't what he used to be. But who is? Like debts, taxes, and the Baltimore Colts, time keeps piling up relentlessly; and it's futile to fight it or worry about it. Not unless you enjoy expensive confessionals with head-shrinkers.

Still and all, we admit the article on Archie San Romani, Jr. (page 22) gives us a feeling of antiquity. Gosh, it seems only yesterday that we ran a similar piece on Archie San Romani, Sr. But that "yesterday" was a long, long time ago—23 years past (1937), our freshman year at the University of Scholastic Coach.

A lot of water (and hair-root cream oil) has passed under the bridge since then, and it's intriguing to observe what's happened to the high school mile record.

Soon after our article, "Archie San Romani—Miler," hit the tape, a California wunderkind, Louis Zamperini, established a new mile standard of 4:21.3. Looking back it hardly seems possible, but that mark was to endure for 16 years!

In 1953 another California prodigy, Bob Seaman, finally snipped .3 of a second off the record. Then came

the deluge. The record kept falling year after year—except for a break in 1957—until still another Californian, Dale Story, brought it down to 4:11 last season. (Our man, San Romani, Jr., reeled off a 4:08.9 and a 4:10 last summer, but both were recorded in AAU meets, precluding recognition as high school marks.)

So it would appear that America's future in the mile is definitely bearish. With such crackerjacks as Burleson, Story, and San Romani, Jr., popping out of our schools, it's only a question of time until we catch up to the "furriners." (But what's popping out of their schools, we don't know.)

BIG-TIME football coaching is certainly a glamorous, soul-satisfying, and lucrative way of working for a living. But it's hardly the bed of roses, or even dandelions, that the average fan thinks it is.

The pressures on the big-time coach are positively indecent. The press, the alumni, the student body, and all the other self-appointed experts are his groveling slaves when he's winning. But God help him—because none of them will—when he's losing. They'll crucify him with all the exquisiteness of a Comanche Indian or a Tartar war-lord.

This is supposed to be all part of the "game," of course. And our mentors are fatalistic about it. At the first crack of the limb on which they're being hanged in effigy, they quietly begin packing. And they march to their doom with a sprightly step and a "Coaches' Corner" anecdote on their lips.

What are we bleeding about? Aren't they getting darn good money; and isn't there always another good job around the corner? Sure, but that doesn't make it right. All that barbaric pressure is beginning to have its effect.

At the football coaches convention this year, we passed the time
(Concluded on page 27)



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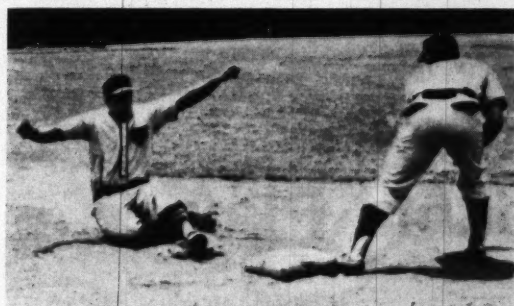
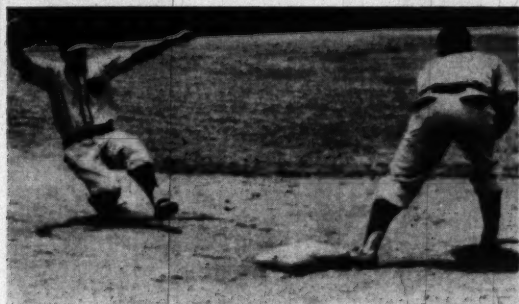
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Early-Season SLIDING PRACTICE



EVERY baseball coach recognizes the importance of practicing and perfecting a great number of skills in the early season. The most pressing problem is determining which skills to practice first. We believe that sliding should rank high on the priority list. Not only because good baserunning is predicated upon it, but because it contains a certain element of danger, especially until it has been learned correctly and practiced enough to be executed fairly well.

Regardless of where or when sliding practice is conducted, the principle of progression should be observed, with great emphasis on safety.

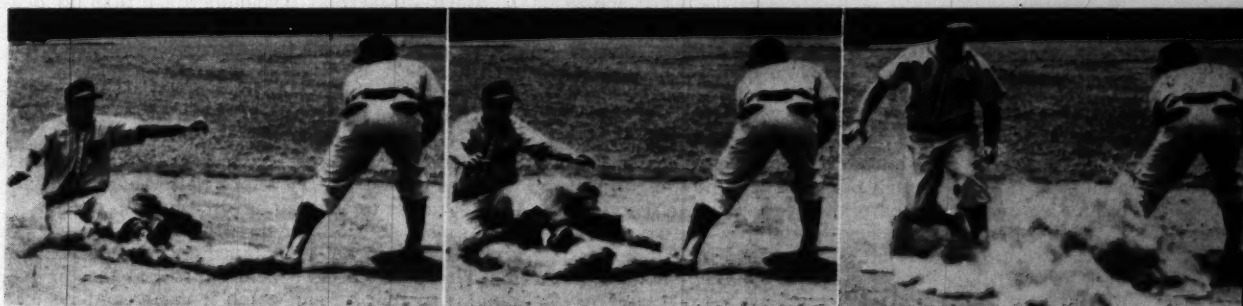
Taught first should be the straight-in-slide from a short run. This should be executed at slow speed with stress on correct form. As the players improve their technique, they may increase their speed until top velocity is attained.

In executing the slide, the arms should be held fairly high to avoid jamming the hand on the ground—although the hand on the sliding side may be used for support as the body loses momentum near the end.

(Continued on page 75)

By JACK STALLINGS

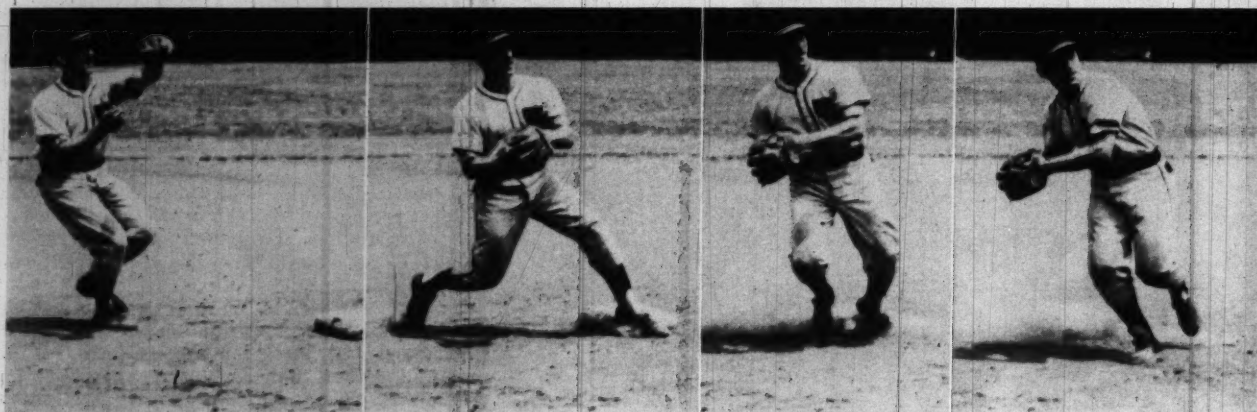
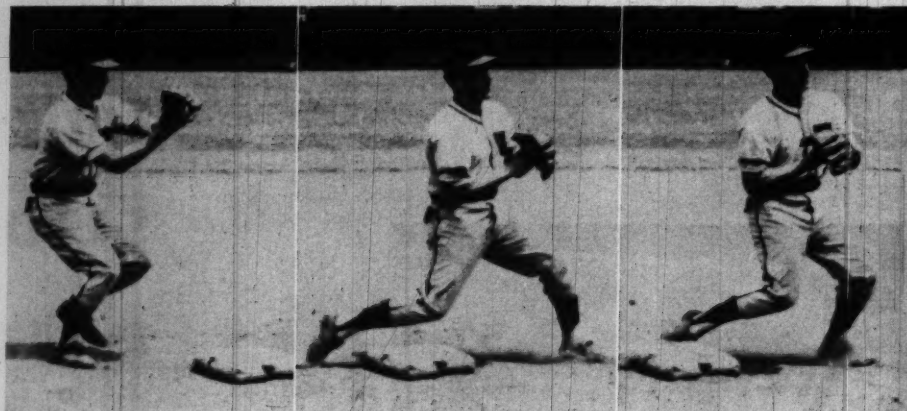
Coach, Wake Forest College, Winston-Salem, N. C.



BENT-LEG SLIDE: Take-off may be made from either leg. If from right leg (as shown), bend leg under you and land on right hip. Keep left foot in air and slide on bent leg and hip. To get up quickly, hit bag with left foot and push up with other foot.

Your momentum will quickly bring you up into standing position. Keep body straighter and more forward than in hook slide and watch bag with your eyes. This slide enables you to come to your feet after a straightaway slide and continue on.

SS DRAG TO OUTSIDE



By **WILLIAM T. (BUCK) LAI**, Coach, Long Island University (N. Y.)

Making the Double Play

THE double play is the most potent rally killer in baseball, and it will certainly behoove the coach to develop a combination that can reel 'em off with superlative dispatch. What can give a struggling pitcher more confidence than the knowledge that if he can get the batter to hit the ball on the ground his infield will probably take him right out of the jam?

Whenever a double play is a distinct possibility, the second baseman and shortstop should "cheat" a little in assuming their pre-pitch positions. By moving slightly in and toward second base, they can expedite the pivot.

This "cheating" exposes the defense on two counts. First, it reduces the range of the "cheating" infielders; and, second, it widens the holes between second and first and third and short. To compensate for it, you may move the third and first baseman a bit more toward second base (away from the foul lines).

Your second-base combination should be sure-handed, strong-armed, poised, and intelligent. They should be constantly studying the opponents to glean

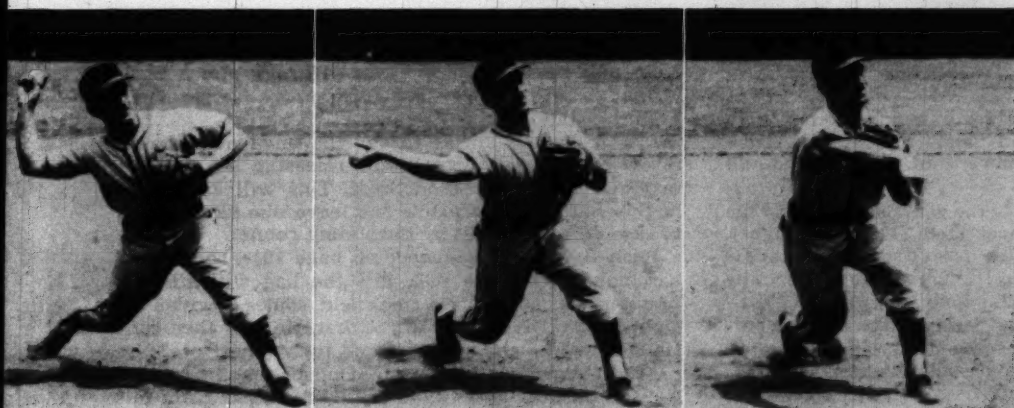
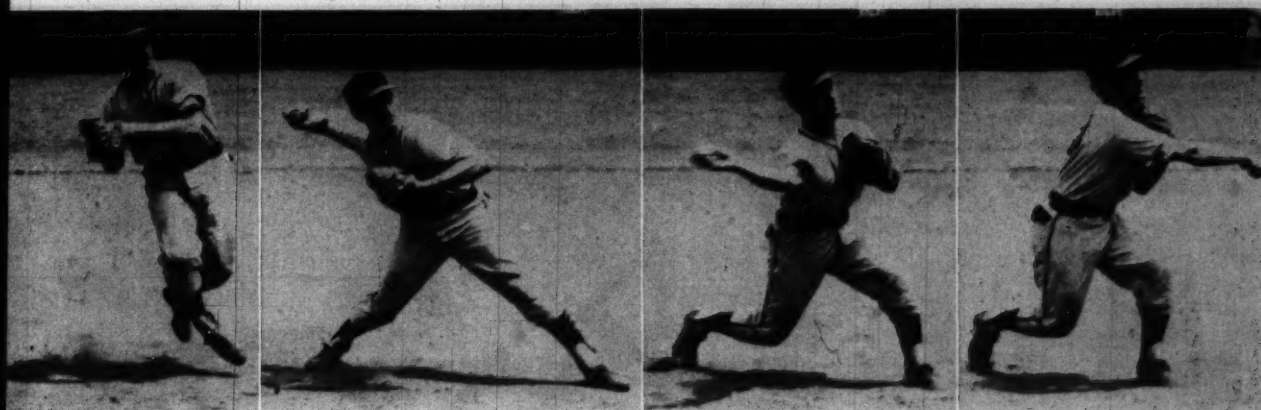
some idea of their speed and hitting propensities.

Since the second baseman must turn in order to relay the ball to first, the shortstop normally has the easier pivot. He usually throws in the direction he's facing.

As soon as the ball is hit toward second, the shortstop races to the bag. His initial step may be a cross-over (right over left) or a stride with the near (left) foot. The former (cross-over) covers a greater distance, whereas the latter may afford better balance. The main idea is to get to the bag as quickly as possible.

As the shortstop nears the bag, he shortens his stride to attain better balance and assure good lateral mobility. He expects the feed throw at face or shoulder height, so that he can catch it easily and get rid of it quickly.

But of course he has no guarantee of this. If the feeding throw is poor, the shortstop must make sure of the first out—the force at second—before trying for two.



SS STEP INSIDE DIAMOND

In order to be able to move quickly in any direction, he should try to "get the angle;" that is, squarely face the second baseman. The velocity of the feeding throw is determined by the second baseman's closeness to the bag. It should be neither too hard nor a lob.

The shortstop should catch the ball first, then step on the bag and throw to first. It's easier to do things one at a time rather than try to catch the ball and step on the base simultaneously. As the player becomes more skilled, he may *seem* to do all three in the same motion.

So fast is the footwork executed that it's often tough to tell whether the pivot man really has the ball when he hits the bag. The professional umpire will give the pivot man the benefit of the doubt—calling the runner out if the pivot man is anywhere near second base.

This has its repercussions in amateur ball. As school players like to ape the big leaguers, some pivot men tend to leave the bag too soon—and the stricter school-boy umpires will call the runner safe. Coaches should insist on their pivot men playing it "honest"—not leaving the bag before catching the ball.

The shortstop's footwork in executing the pivot depends upon the direction of the incoming throw and how he can best execute the play. Following are the various options:

Drag to Outside (see sequence on page 8): He takes a half-step past the base with his left foot, drags his right toe over the base, skips or steps back to avoid

the runner, and throws off his right foot.

He should get as much velocity as he can on his throw, aiming not at the runner but at the first baseman's glove. In this type of play it's "runner beware" and he should slide or swerve out of the play (if he's out by a big margin).

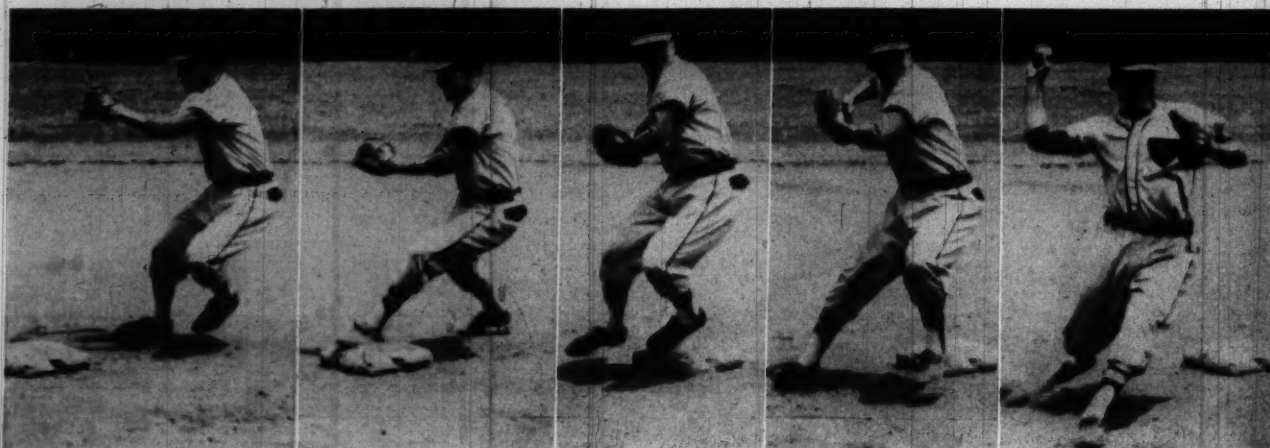
Back Cross-Over Step and Hop: The shortstop tags the rear of the bag (that part closest to centerfield) with his left foot, crosses his right foot **BEHIND** the left, and throws to first as he pushes off his right foot.

This enables him to get good velocity on his throw and also gets him out of the base-path, making it difficult for the runner to slide into him. Marty Marion was a master at this good if rather unorthodox pivot—as he so ably demonstrated in the February 1949 issue of *Scholastic Coach*.

Step Inside Diamond (see sequence on page 8): It's also possible for the shortstop to tag the bag with his left foot, push back inside the base-path, and throw off his right foot.

Step Into Base-Path: The shortstop should realize he's fair game for a sliding runner and should get out of the base-path after hitting the bag, if he can. If the runner is out by a lot, the shortstop may step directly into the base-path and throw to first, as there's no danger of the runner hitting him.

Feeding Throw: The second baseman should never attempt to hide the ball from the shortstop. He should give the receiver as much of a view of it as possible. He should hit the shortstop as quickly as he can, using



commonsense velocity; and aiming between his belt and shoulders.

If the pivot man hasn't reached the bag as yet, it may be necessary for the feeder to aim at the bag or to the third-base side of it and "lead" the receiver. Time is of the essence, but you don't want to throw the ball into left field.

The second baseman uses the same approach as the shortstop; that is, cross-over step (left over right), short stride as he nears the base, getting the angle (facing the shortstop squarely, if possible), expecting the throw at upper part of his body, etc.

The shortstop, who now becomes the feeder, employs the same skills as the second baseman; that is, don't hide ball, use commonsense velocity, aim at upper part of the receiver's body, "lead" receiver if necessary, etc.

However, the second baseman's pivots aren't at all like those of the shortstop. Whereas the shortstop throws in somewhat of a direct line after tagging the bag, the second baseman must catch the ball and turn 90° or so for the throw to first.

Step-Inside Diamond (see sequence on page 10): The second baseman catches the ball, steps on the bag with the left foot, steps towards third with his right, and turns and throws to first off this foot. This brings him a step out of the base-line and permits him to get good velocity on his throw.

Drag Step: The second baseman catches the ball, steps over the bag with his left foot, drags his right toe

over (touching) the bag, steps with his right foot, and turns and throws to first. This will take him a little farther out of the base-line, which means farther away from the sliding runner.

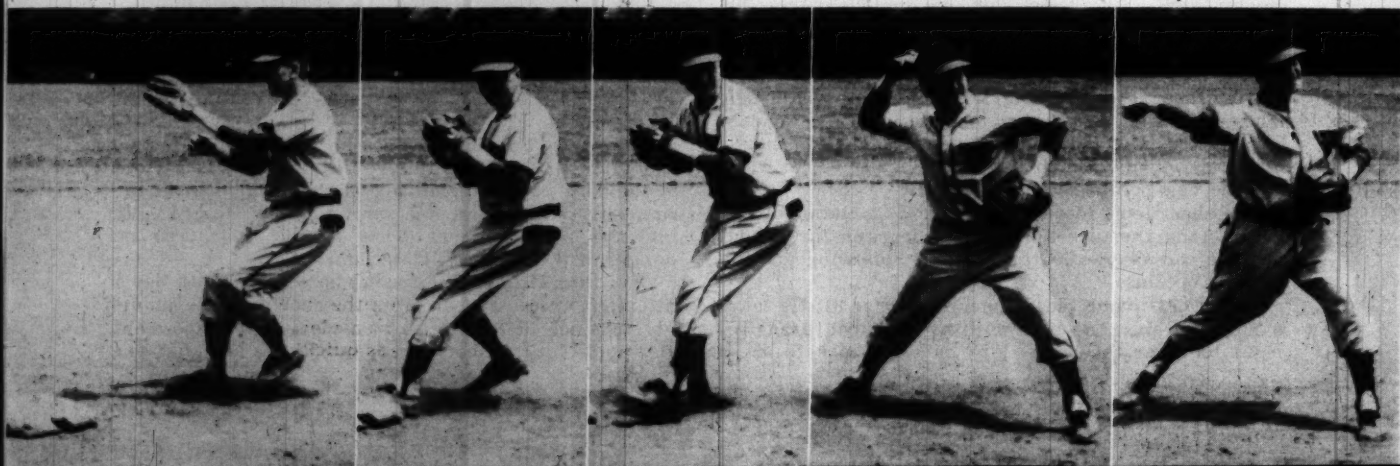
To get power on his throw, the pivot man should throw off his right foot. While releasing the ball, he may use a slight scissors kick. This will carry him farther out of the base-line and leave him limp-legged in case he does get hit by the sliding runner.

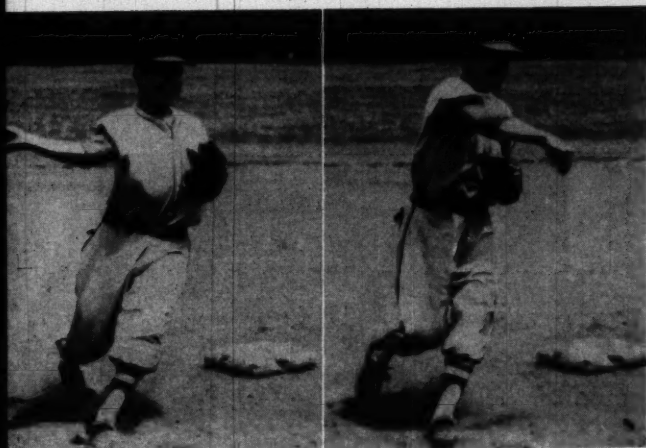
Push-Away (see sequence on page 10): The second baseman catches the ball, hits the bag with his left foot, pushes back toward right field, comes down on his right foot, turns and throws to first. He may then continue toward right field to avoid the runner.

Push-Away Option: The second baseman may also use the push-away in another direction. He again hits the bag with his left foot, pushes to his right (in the direction of left centerfield), comes down on his right foot, and steps in the direction of first with his left foot for the throw.

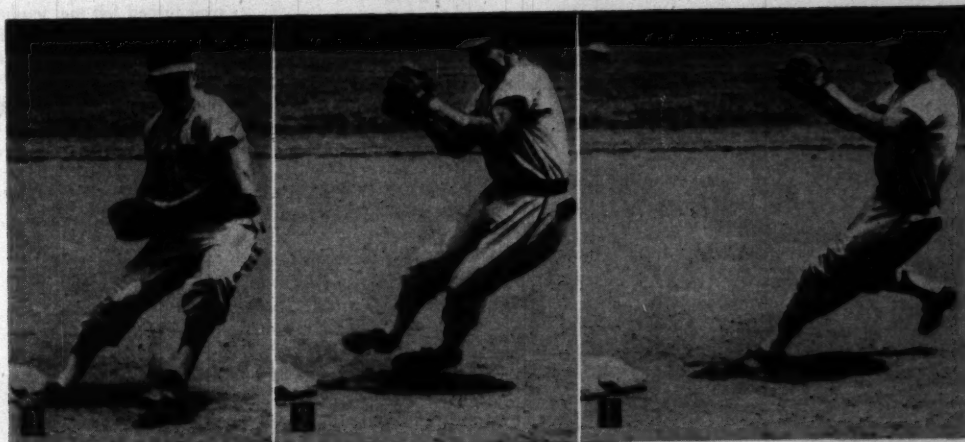
The trick is to push off the bag *hard* with the left foot so that your momentum carries you a good stride toward left centerfield. Land on the right foot and throw to first, making sure the left (stepping) foot remains *behind* second base. If the runner wants to break up the double play, he must slide over the bag to hit you.

Step Into Base-Line (see sequence on page 10): If the runner is out by a good margin and there's no
(Concluded on page 62)

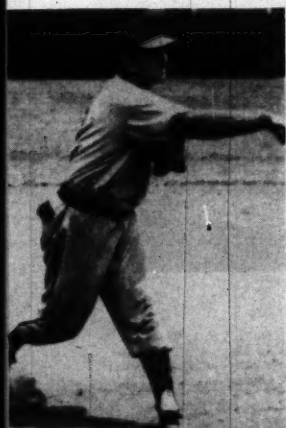
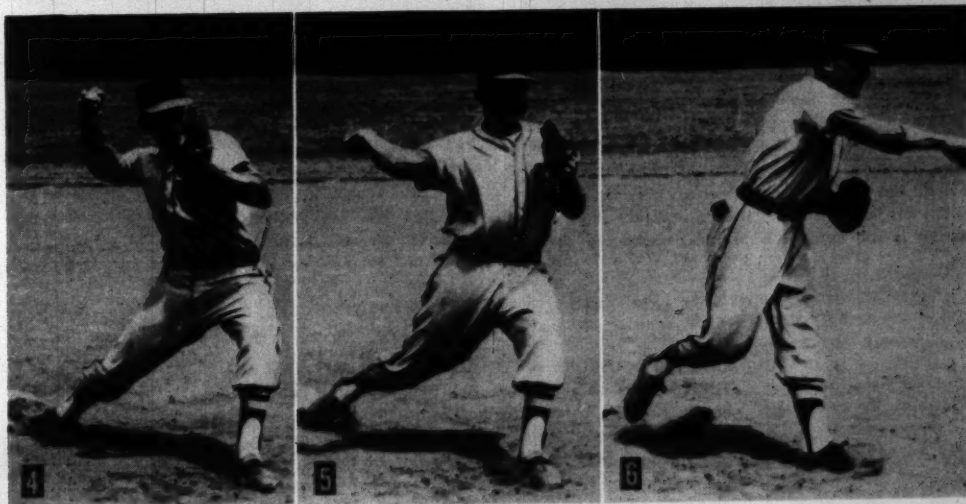




2B STEP INSIDE DIAMOND



**2B STEP
INTO
BASELINE**



2B PUSH-AWAY



JUST BEFORE START OF TURN: Note right arm full extension in back and perfect position of coiled left arm. Right hip is turned slightly back right, while head remains straight and follows right side slightly. Body weight is heavy on right leg, ready to push hard into turn. Santio gets powerful drive from strong legs and excellent "ready" position. Note size of Santio's hand and fingers, making grip on discus easy and relaxed. Legs are slightly wider than shoulder width, evenly placed in back of circle, and toes face directly backward.



START OF TURN: Weight shifts to left leg and foot without any noticeable bend in trunk. Santio drives over turned left toe, leading with left hip and shoulder, which pull him around. Both knees bend. Right arm remains extended straight and in back of right hip, creating a terrific "drag." Head stays straight as right foot pushes him over left foot. Every phase of body position is same as in Fig. 1, except for weight now being wholly over left leg and foot.



MIDWAY IN TURN OVER LEFT FOOT: Right knee picks up smoothly and raises off circle as it leads right side around left leg. Right knee turns close to left knee. Weight center is still completely over left leg. Left toe continues to turn left until it points in direction of eventual throw. Body remains quite erect. Right side, arm, and head are still in same position as previous figures, allowing left-side to do the "pulling around." Right arm extension is still straight and back, continuing discus "drag."

FORM ANALYSIS OF AL SANTIO USING ONE AND THREE-QUARTER TURN

READY TO THROW AFTER COMPLETION OF FIRST TURN: Shows weight shift to right leg. Right toe lands first, completing a full turn (just before this figure). As three-quarter turn starts, right toe turns from facing directly back of circle toward direction of throw. Left leg is raised as it moves away from right leg to slightly "bucket" position at front of circle. When left foot contacts circle, throw is really on. Head is just starting its turn toward throw direction. Right arm is still fully extended back (hidden behind body). Ability to create "drag" by keeping discus, right arm, and right hip back (as shown here) is real secret of Santio's success. Few discus men can hold back this long. Note incorrect, extended position of left arm. It should be bent with hand across chest to help increase release and whip of right side.

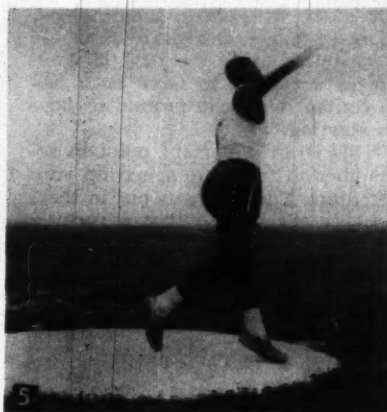


Developing a Champion

High School Discus Thrower

By **BILL FALK**

Coach, Hope High School, Providence, R.I.



RELEASE: Left toe contacts circle and points in direction of throw. Right hip and arm finally drive forward from back "drag" position powerfully with whip action as left arm pulls left and up. Body becomes perfectly erect as left leg straightens over left toe. Weight-shift from right to left side of body occurs after right leg has completed its push. Santio whips right arm through with tremendous speed as right hip drives forward. Right arm remains fully extended in release and hand explodes discus out. (Blur in picture shows speed of arm coming through.) Right leg is off circle and reverses with left after release.

ONE OF the United States' brightest hopes for future Olympic competition, 19-year-old Al "Stretch" Santio stands 6-7, weighs 223 pounds, and has thrown the college-size discus 178 feet!

The development of this giant has been astounding. The victim of rheumatic fever early in life, Santio was forced to stay out of athletics until the ninth grade. Since he had been hospitalized twice for periods almost a year in length, Al lacked the necessary strength and coordination to do the things he desired in athletics.

The first day of "Stretch's" track career was a nightmare. I tried him in several of the field events, but he seemingly could do nothing right in any of them. The javelin stuck in at the wrong end; the shot refused to go any place; and the discus spun incorrectly. However, Al refused to accept adversity. He had the desire and patience needed to succeed.

For six weeks, he spun the discus incorrectly. He continually threw it with a counter-clockwise spin, instead of the needed clockwise motion. We worked on nothing but the elementary throw, disregarding the turn used by experienced throwers in the event.

Since Rhode Island is the only state using the 4 lb. 6 oz. discus instead of the 3 lb. 9 oz. high school size, a proper spin and turn are necessary to throw the heavy discus a reasonable distance. Without either the proper spin or turn, Santio was lost during the six-week "shake-down" period.

"Stretch" finally mastered the proper spin, and he threw 99' at the end of six weeks. But he still

couldn't even conquer a rudimentary turn in the discus circle. He found that the turn decreased, instead of increased, his distance. He therefore stuck with a simple step and throw procedure.

At the end of his first year in track, Al hit 112' from a stand in the R. I. State Meet. He captured third place with that throw, and he gained confidence in his throwing. He now knew that he could be a terrific discus man with a good turn.

We worked all fall on trying to get Al to master the turn effectively, but he still couldn't do it properly when spring arrived. However, he had grown two inches to 6' 6", and he had put on 14 pounds, making him 209. With his added size and strength, Al was able to throw from a stand much more effectively, and he hit 133' in an early season meet.

Midway in his second year of discus throwing, Al used a turn for the first time in a meet. But he achieved only 127'. His fouling in the 8' 2½" circle was far too frequent at this stage. Steady improvement followed his initial use of the turn in subsequent meets, and Santio threw 140' with the college-size discus by the end of his junior year, capturing first place in the State Meet.

In the fall of his final season at Hope, Al was beginning to be constant and smooth with his turn, hitting 150' and better several times. When spring came, he was 6' 7" tall, and 223 pounds. His physical improvement, coupled with better coordination and confidence resulted in a fabulous final year.

Santio bettered Mike Lewis' national record with the college-size discus at mid-season when he spun (Continued on page 71)

Speed Up Your Sprinters!

The theory seems to be that improvement in sprinting may be achieved through concentration on the relaxation of the muscles of the upper body

By W. HAROLD O'CONNOR
Coach, Concord (Mass.) High School



To secure better relaxation, sprinter is advised to drop his head and look at the ground directly below his head (left, Dave Sime) instead of lifting his head and fixing his gaze upon a point out in front (right, Lindy Remigino). First position eliminates tension in neck and thus eases strain on shoulder muscles.

ASK any good track coach where to begin clipping those vital tenths of a second off the time of your sprinters and chances are he'll answer, "Work on his starts!!"

That's not exactly a revolutionary bit of advice, though there've been some slightly revolutionary theories offered about how the best starts can be obtained.

If you've been in the track coaching game long enough to look back upon 10 or 15 years of starting, you'll recall some widely divergent teaching on one point alone . . . the position of the sprinter's head when in set position. Think again and you'll recall equally different theories on such a point as the length of the boy's first stride.

These are but two factors relating to sprinting about which there have been definite changes in coaching in recent years.

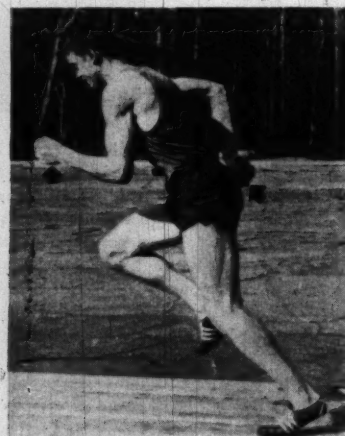
Since we in the United States can boast of many of the fastest

sprinters in the world, it would seem advisable to stick close to home when we study sprinting.

I've made it a point to study several of the best we have as they are poised on the blocks, as they react to the starter's gun, and as they speed toward the finish line.

With little or no exception, they get into their blocks with one point in common. Whether they bunch or spread, whether they use foot spacing that's narrow or relatively wide, almost all of the best of them are as high on the starting blocks as the rules will allow them to get. Indeed, some of them are extremely close to violating the rule that requires a runner to have both feet in contact with the ground or floor in starting.

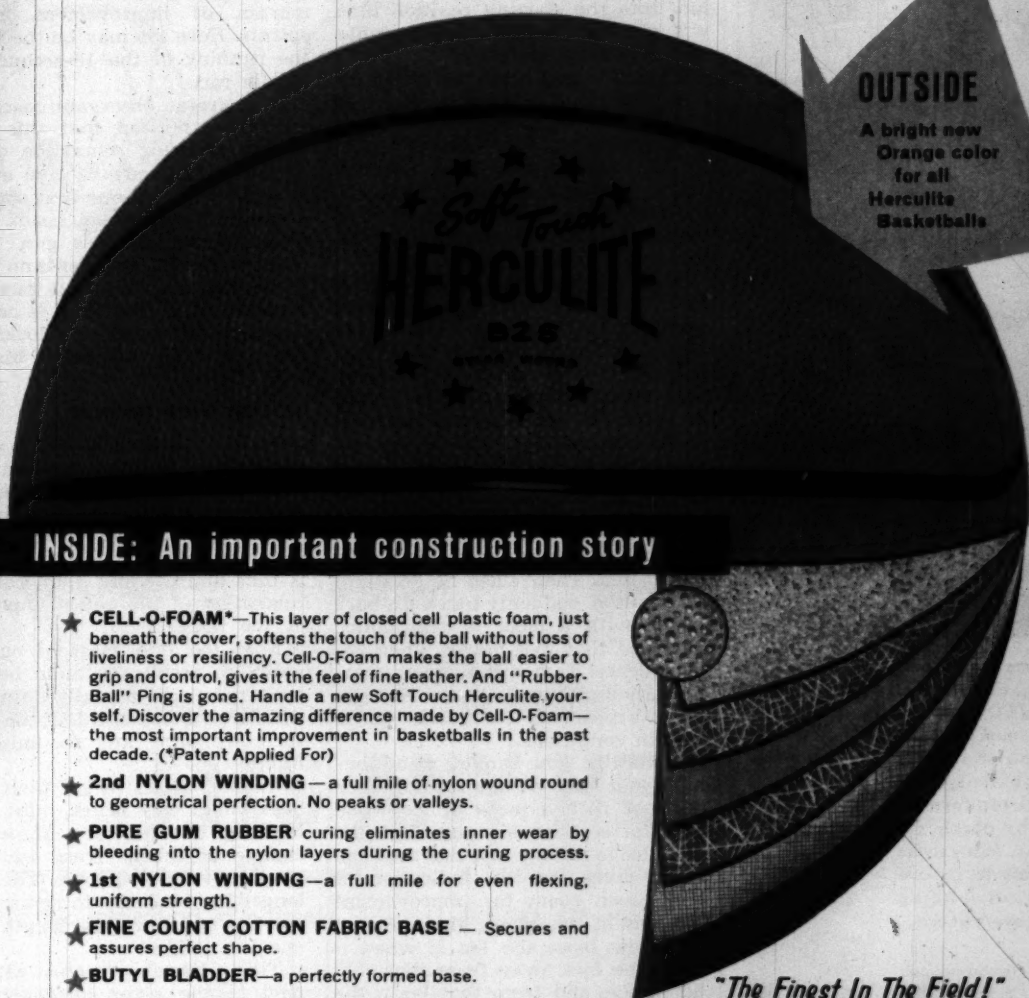
This is an important point to remember in trying to speed up your sprinters. The rule was put in there because it's known that a sprinter can start very fast by keeping his



In keeping with theory of relaxation, sprinters are now carrying hands loosely (left, Joe Ciancibella) as they speed through race, rather than climched or semi-climched (right, Dave Sime). Loose position of hands promotes relaxation in forearms, thus easing strain on the entire arm.

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feet high on the starting blocks and off the racing surface.

Since you're anxious to have your sprinter in forward motion (not upward) as fast as possible, you can achieve this by seeing that he places his feet as high on the starting blocks as the rules permit. As long as he has the foot in contact with the ground or floor, he's within his rights to get the maximum forward drive from his blocks.

The more tendency your sprinter has to move up and then out, the more important it is for you to get him into the starting position that will eliminate as much as possible of the upward motion.

I want to add a note of warning here, however. Starting in this manner is going to require some experimenting on your runner's part to determine proper hand position and correct balance so that he won't go to extremes and topple forward over his hands or stumble as he leaves his marks.

With feet advantageously placed on his blocks, the sprinter next needs to learn to come out of his blocks as fast as possible. How fast is that? It's here that we have our best chance to approach the Utopia of sprinters, the 9 second century, in my opinion.

If you'd like to get a good idea of how fast your sprinter can move off a mark, try this simple little experiment: Without giving him any warning, have him go to his blocks barefooted. Then when he gets into set position, suddenly touch his bare instep with a piece of ice. Notice how fast that foot moves when the ice touches! That will give you some indication of how fast your boy can move his feet off the blocks under certain conditions.

Naturally you cannot stand behind your sprinter in a race to touch his foot with a piece of ice when the starter fires his gun. But the knowledge of how fast that foot can move gives you an indication of how much room for improvement remains in this phase alone. Notice also how loose the leg is when it pulls the foot away from that cold bit of ice, and from that learn the lesson of relaxation on the marks.

I know that it sounds silly to expect your sprinter to be keyed up to go with the starter's gun and yet be telling him to be completely relaxed on the marks at the same time. Yet strange as it sounds, it's what we must secure in our sprinters before we achieve the ideal in sprinting.

What we really want from our sprinters on their marks is not tenseness but concentration. We're really trying to have the boy set

his mind but relax his body. We know that a relaxed muscle can move faster than a tense one. So to speed up our sprinters we must work harder and harder to make them be as loose and balanced on the blocks as is humanly possible. The closer we get to this condition, the less we'll see of white knuckles and trembling arms, taut necks and tight legs.

I have a feeling that concentration on this part of the start will help us to cut away one of the few tenths of seconds that's left in our margin of improvement in the sprints. Here too may be the key to the running of the 13-second high hurdle race.

If you're an observant coach, you will have noticed that this move toward securing relaxation on the marks has already become evident in what many of our best sprinters are doing with their heads while awaiting the starter's gun. You'll observe that the sprinter is no longer lifting his head to fix his gaze upon a point out in front, but is actually dropping his head and looking at the ground directly below his eyes.

REDUCES NECK TENSION

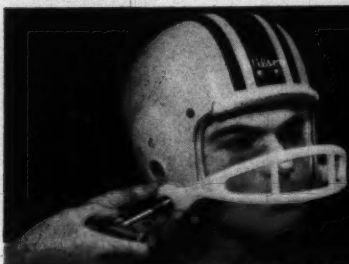
Note well that this position of the head effectively stops any tenseness in the neck muscles. That in turn eases some of the strain on the shoulder muscles, and the sprinter is thus approaching more complete relaxation of the entire upper part of the body.

Note too that most of our best sprinters aren't trying to beat the starter, but are actually doing very little gun jumping. It's the green sprinters who are so tense and jumpy.

In their effort to get their speed boys under way faster, most of our leading coaches are showing a change of theory from what was taught several years ago. There's no longer the tendency to demand that the boy cut down the length of his opening strides.

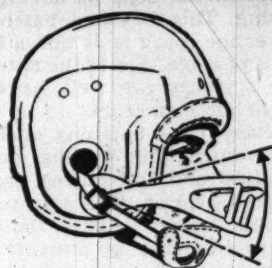
True, there's careful attention paid to the error of overstriding when coming out of the marks. But the sprinter today is likely to be urged to take a natural stride as he comes off his blocks. The initial strides will be fast, but they'll be natural and the long-legged sprinter will no longer be instructed to take short choppy strides. Here again is a coaching change which seems to be a most logical and helpful one.

Still further in keeping with the theory of relaxation is the attention (Concluded on page 51)



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That Winning Attitude

*The subtleties that make for winning baseball
as correlated with the realities of
the game situation—umpires, strategy, skills, etc.*

ALTHOUGH many of the aspects of a winning attitude must be developed in the work leading up to the game, the baseball coach must finally bring his team through the last and final test—the game itself. He must correlate the winning attitude with the reality of umpires, strategy, skills, bench chatter, and jockeying.

THE UMPIRES

All the human beings involved in a ball game aren't players and coaches. Umpires, too, as much as they may try to ignore the pressures and "call 'em as they see 'em," have emotions.

Just as players should leave the criticizing of teammates up to the coach, so should they leave any discussions with the umpires. Players who antagonize umpires are stacking the cards against themselves. Even if the umpire is capable of not bearing a grudge, the player is wasting time and energy that ought to be devoted to concentration upon the game.

More important than that, the player is subconsciously beginning to prepare an excuse if the team should lose. This is a negative thought and action. The winning attitude never concedes that one, two, or several plays are crucial enough to result in defeat.

Players should treat umpires with courtesy and respect and regard any errors that the umps might make as they would want others to view their own errors.

While many players complain

about umpire's decisions to cover up their own failures, they may often be the victim of a bad call. When the umpire's call is correct, the coach should indicate this to the player in a manner that won't offend the boy and at the same time indicate to the umpire that his (coach's) intentions are honest. This will also take some of the unwarranted pressure off the umpire, for which he'll be grateful.

If, on the other hand, the player is correct, the coach should stop him from arguing, but also indicate that he too thinks he was the victim of a poor call. When the player realizes that the coach knows he was the victim of circumstances, he's less apt to brood over the call or fear that he'll be removed from the line-up for a poor performance.

Although the coach should accept most of the umpire's decisions, he should challenge him on glaringly poor calls. He should do this in a calm, tactful manner. If he fails to challenge obviously poor decisions, his team will get the impression that he really doesn't care about winning, and this can become contagious.

Teamwork can be employed here, too. When the umpire calls an obvious strike a ball, the coach can ask his catcher how the pitch looked, instead of questioning the umpire. Since the call cannot be revoked anyway, the catcher should agree with the umpire.

This is a kind way of informing the umpire that he missed one, and helps build a good relationship between the catcher and the umpire

that certainly won't prove injurious. Umpires appreciate catchers who help keep the pressure off them.

Teams that fall a number of runs behind generally play a waiting game at the bat and a safe game on the bases in the hope of having a big inning. This is sound baseball whenever the coach feels that a big inning is possible, due to the nature of the opponent as well as the ability of his own team.

However, if the opposing pitcher has his control, the waiting game is a failure and the hitting game has been sacrificed. The safe running game further delimits the offensive and reduces the pressure on the opposing pitcher and infielders. Small scoring opportunities are being wasted in the hopes of achieving a large one.

THE BIG INNING

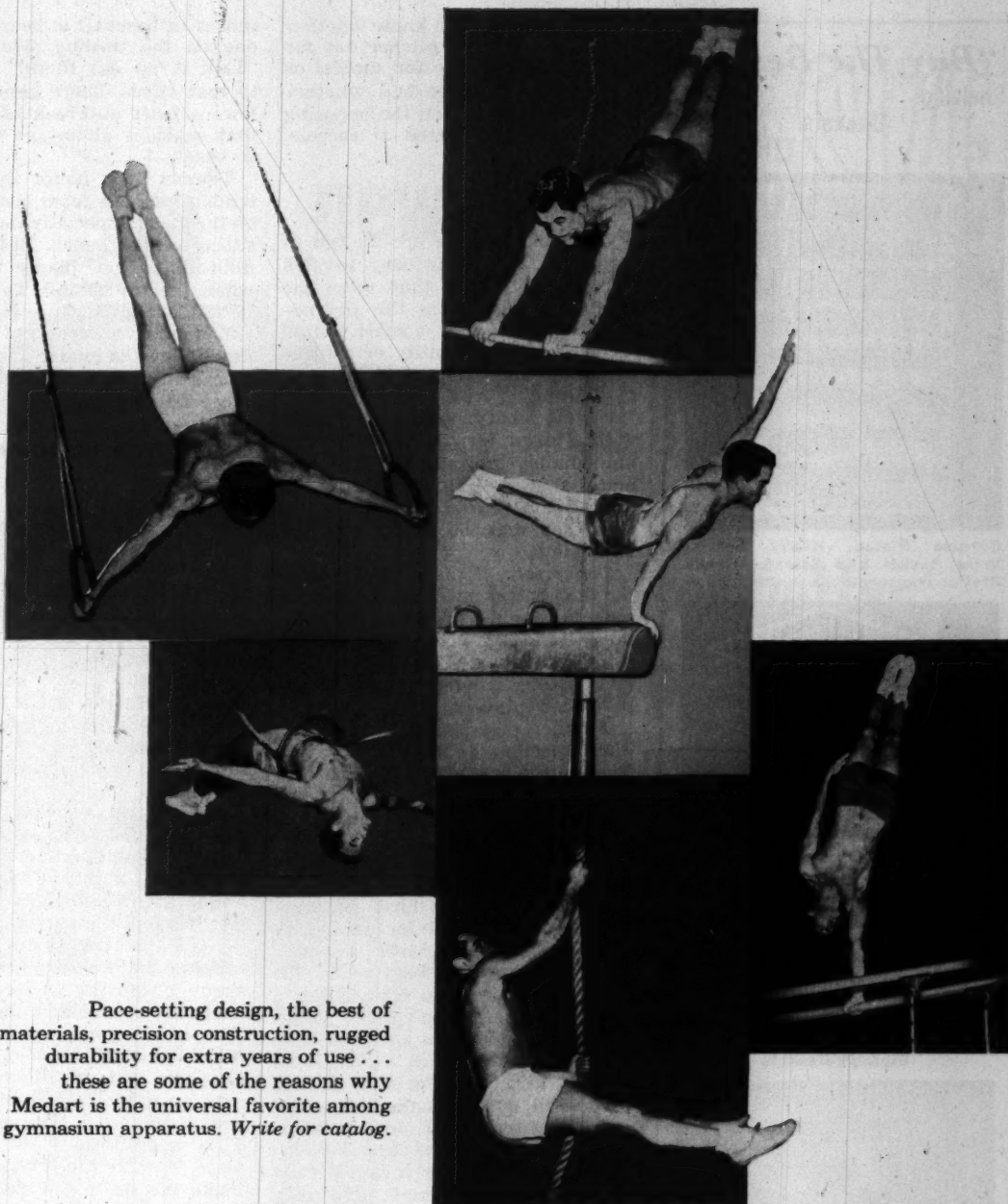
Psychologically, a big inning may seem like an impossible task to a team, but pecking away at the other team's lead, a run or two at a time, seems possible. Simply breaking the ice by scoring that first run can instill confidence and put sufficient pressure on the other team to cause them to crack.

Even though the opponent has a commanding lead, they cannot discount a team that's aiming to capitalize on every opportunity. The losing team that's scoring whenever possible isn't as apt to abandon hope as easily as the team that's waiting for the big inning. Also to be taken into consideration is the fact that many big innings have been started by playing for one or two runs.

When the opposing pitcher has good control and your team isn't swinging, and when the opposing players can relax in the field secure in the knowledge that you're not going to play a running game, your team is committing suicide.

This self-destruction is even more apparent when your team's chief talents are batting or base-running. A good general rule would be to continue your normal offensive game if you're a number of runs behind early in the game, but, as the game draws to a close, gradually increase the emphasis on a big inning, since, when you come down to the final inning, only a big rally will bring victory.

By CHARLIE IRACE, Baseball Coach, Hunter College (N.Y.)



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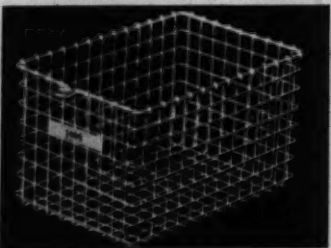
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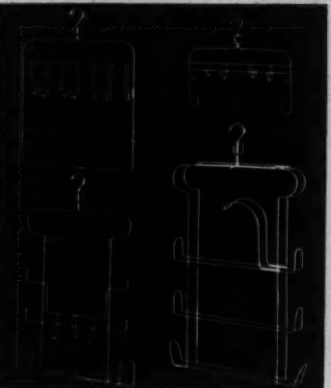
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TURNING POINTS

When most games are viewed in retrospect, it's fairly easy to pick out the key plays that were the turning points. From the psychological point of view, a coach should recognize the possibility of a turning point and attempt to bring it to fruition.

Having a batter lead off the game with a hit or just hit the ball hard immediately indicates to his teammates that the pitcher can be hit, and to the pitcher and his mates that they may be in for a tough ball game.

Conversely, if the pitcher strikes the first batter out, then he and his team receive the lift while the other team begins to wonder if they can hit his pitching. This is especially true among younger, more inexperienced players.

Another play that has an immediate reaction on both teams is a steal on the first pitch. If successful, it can often shake up the pitcher and catcher for the remainder of the game.

Another steal that may demoralize the defensive team occurs with runners on first and third. The runner on first breaks for second as soon as the pitcher starts to assume his stretch motion. Very often this will entice him into committing a balk; and there aren't many things more discouraging to a pitcher than a balk that results in a run. If he doesn't balk, but the steal is still successful, it can make the entire defending team feel quite helpless.

A team may also feel helpless when a squeeze play is successfully executed against them, and may be thrown into utter confusion when a team squeezes across two runs on one bunt. Surely these plays are risky, but the team that executes them correctly demonstrates it has teamwork and confidence.

A team should have one or two pet plays that tend to set it apart from other teams, and should work at these plays until they master them. The real power in these plays lies in the confidence they instill in the players and the demoralizing effect they have on the opposition. Inserted at the right time, these moves can change the complexion of the game.

One of the more frequent occur-

rences in baseball is hearing someone on the trailing side yell out, "Talk it up out there!" or words to that effect. There generally follows a brief outbreak of chatter—that subsides almost as quickly as it began.

There's little doubt that chatter tends to keep a team concentrating on the game, especially those players sitting on the bench. But it's often difficult to get teams to chatter when they're behind. Telling them to "Talk it up" is rarely more than a momentary success, and the silence that follows is louder and more demoralizing than the silence that preceded it.

CHATTER FROM THE BENCH

A coach will have far more success in assuring a constant stream of encouragement from the bench by setting an example; or, as a second best possibility, if he assigns a couple of players the specific responsibility of providing a constant flow of chatter.

Most of this chatter should be encouragement to one's own team. Although riding the opposition has value, it should be of a good-natured type. Some of the fun of playing exists in the good-natured exchanges between ball teams, and a player must learn to accept some "needling" without letting it affect his playing ability. There's nothing wrong with "ribbing" a player who lets it affect his playing, as long as it's done in proper taste.

Some players are just naturally silent, preferring to focus all their energies on the task facing them. This is excellent, as long as they play with skill, confidence, and enthusiasm and are always hustling.

Many other factors also serve to contribute to a winning attitude. They're not simply skills or strategies. They're the subtle things that make the skills and strategies successful, that compensate for the lack of skill and the failure of strategy.

A FORMER minor league ball player now coaching at Hunter College in New York City, Charlie Irace has four solid Scholastic Coach "hits" to his credit. Besides the current piece, he's contributed "Defensive Infield Strategy" (March 1957), "Outfield Strategy" (April 1957), and "The New Sacrifice Bunt" (March 1959).



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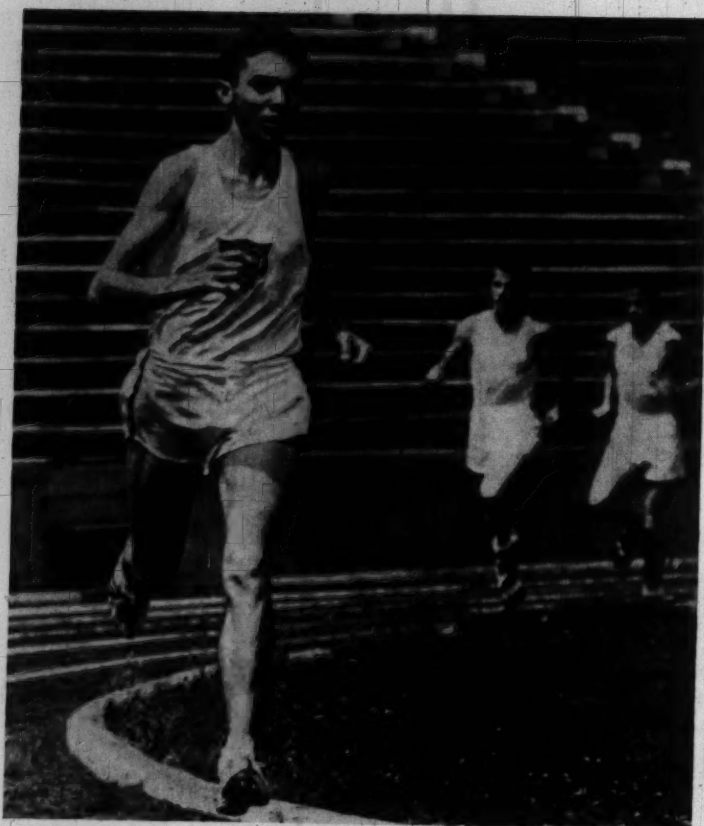
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Training a 4:08.9 Schoolboy Miler

IN THE SPRING OF 1929, in the small mining town of Frontenac, Kan., a short, curly-haired sophomore of Italian descent ran a mile in 5:02. Four years later this same young man, Archie San Romani, ran 4:07.2 for the second fastest mile in history up to that time.

During his competitive years, he held the world record in the 2000-meter run and won many races, including the NCAA 1500-meter and a fourth-place finish in the 1936 Olympics.

Twenty-five years after that 5:02 mile, another San Romani—Archie, Jr.—began his own mile career with a clocking of 4:48.5 in his first race as a high school sophomore. The same season he ran two 4:26.5 miles, and followed with miles of 4:18.2 and 4:08.9, respectively, in his junior and senior years.

This article concerns Archie San Romani, Jr., and the training techniques that led to the achievement of a high school goal of a 4:10 mile.

Before taking up the actual training

program that was used at Wichita High School East, it might be fitting to explain a little about our philosophy of training, since it influences the methods used in our school.

The backbone of our program amounts to the establishment of goals. We believe that every boy must have a season and career goal for his event; likewise, there must be a similar season and ultimate goals for the team.

Very few noteworthy achievements come about by happenstance. They're accomplishments of thorough planning, determined sacrifice, genuine effort, and continuing hard work, all of which are given direction and purpose by the use of goals.

Such feats as running a 4:00 mile, putting the shot 60 feet, or high jumping 7 feet just didn't happen. They were planned and labored for by athletes who didn't believe in barriers, who didn't hold records in awe. They knew that records were made to be broken, to serve as temporary goals.

While the average school will seldom come up with a national caliber athlete, this doesn't excuse a coach from attempting to get the best possible performance from each individual. Who knows what this may lead to in the way of achievement?

To name only two examples, George Wolfe, track coach of North High in Phoenix, Ariz., developed a 15-foot pole vaulter, a 60-foot shot putter, and a 190-foot discus thrower in a three-year period! All three performances stand as national interscholastic records.

Forrest Jamieson of Palo Alto, Calif., has developed many outstanding distance runners, who've put together times of 7:56.6 in the two-mile relay, 17:51.8 for a national record in the four-mile relay, and a national record-breaking 50:17 in the five-man two-mile team race.

Accomplishments such as these came about because of high aims and hard work. They stand as outstanding examples for the rest of us.

Each boy on our squad must select a reasonable season goal. It must be within reach, but difficult enough to be attained only through hard work. In order to reach this goal, he must temporarily sacrifice a great deal, for we strive to have the individual accomplish his season goal in the state meet. This means that we don't permit any "pointing" until the state meet.

By "pointing" we mean the slacking off of work-outs the last one or two days prior to a meet. Our boys work just as hard the day before a meet as any other time. Nothing is permitted to hinder their progress toward their goals. To us, early season losing isn't of great concern if the effort is good; and winning isn't good enough unless the performance is the best possible under the circumstances.

BY BOB TIMMONS, *Track Coach, Wichita (Kan.) High School East*

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Set of Five Flashers \$5.95

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Wolverine Sports Supply

303 South Main Street
Ann Arbor 2, Michigan

This is a difficult philosophy to sell, for every boy likes to achieve his best performance each time out. Generally speaking, "pointing" does permit a boy to have his best marks from week to week. But we feel that if he works straight through in order to achieve his goal, he'll be much better by state-meet time.

If a boy has to lose, it's better for him to lose during the season in order to give him a chance to win the state championship. The possibility of immediate and temporary glory is sacrificed for the fulfillment of the distant future.

After three years of striving to sell this approach, we feel that, for the most part, our boys have finally adopted this philosophy. Please understand we aren't justifying losing, but it's sometimes better to take a few losses along the way than to forfeit the end accomplishment. Where one starts isn't important, but the level of achievement at the end is.

Anyone can start a quarter, half, mile, or two mile; but it takes a competitor to finish a race with courage and determination. What difference does it make if a boy loses, as long as he continues working and improving and in the end reaches a higher level of performance than his opponents?

By the same token, what difference does it make if he wins early season races on mediocre performances? It's just a matter of settling for the insignificant now while striving for something really worthwhile in the future.

We try to get boys of unusual ability to take *Track & Field News* so they may become acquainted with the accomplishments of the nation's best. This has done a great deal to help our boys establish more worthwhile goals.

Too many youngsters have such goals as earning a letter, making the trips, or placing in the league meet. These may be fine goals for some boys, but not for a youngster with unusual talent. The monthly rankings in *Track & Field News* list the best performances in the nation. The boy with talent will find plenty of competition here, and it will help him establish goals more in line with his ability.

ARCHIE'S GOALS

Archie established a goal of 4:35 prior to his sophomore year. This was achieved in his second race, so he established another goal of 4:30, which he was able to achieve on three occasions.

In his junior year, the goal of 4:20 wasn't accomplished until the last two races of the season, when he ran 4:18.9 and 4:18.2.

In the winter of his senior year, 4:10 was the goal decided upon—not the national record of 4:13.2, because we thought with normal improvement he could run it somewhat faster.

Since we felt that a four-minute mile would be run by a high school

SAN ROMANI'S RACES

SOPHOMORE YEAR

Date	Time	Place
March 22	4:48	1st
March 30	4:33.7	1st
April 6	4:37.3	1st
April 16	4:39.8	2nd
April 26	4:32.5	1st
May 6	4:26.5	1st
May 11, Regional	4:39.0	1st
May 18, State	4:29.7	1st
May 27, Jr. Olympics	4:26.5	1st

JUNIOR YEAR

March 25	4:41.4	1st
March 29	4:29.6	1st
April 11	4:31.0	1st
April 25	4:25.0	1st
May 1	4:27.7	1st
May 10, Regional	4:21.4	1st
May 19, State	4:20.1	1st
May 30, Mo. Val. AAU	4:18.9	1st
June 5, Jr. Olympics	4:18.2	1st

SENIOR YEAR

March 20	4:47.3	1st
March 29	4:33.7	1st
April 4	4:30.3	1st
April 9	4:26.6	1st
April 18	4:17.4	1st
April 24	4:13.6	1st
May 9, Regional	4:19.2	1st
May 16, State	4:19.1	1st
May 23, Mo. Val. AAU	4:10.0	2nd
June 5, Compton Inv.	4:08.9	3rd

boy in the not-too-distant future, it was our hope that Archie might be the first to go under 4:10. He tied this goal in his next-to-the-last race and finished his high school career with a 4:08.9 in his last race.

Another very important reason for establishing a goal early in the season is that all pace work is determined by the specific goal of an individual, regardless of the event in which he participates.

During his senior year, all of Archie's pace work was done with the 4:10 goal splits in mind. He paced from the 220 up through 440, 880, 1320 on these splits. This was done even in early season on shorter distances up to the 880, with the 1320 added later in the season, and continued to the time he left for Compton, when a slight change in pace was made because of the change in goals from 4:10 to 4:08.

From the start of Archie's career, he had difficulty with pace on the third quarter of the mile. During his senior year, pace work was extended up through the 3/4 mark. We felt this helped, especially from the standpoint of building his confidence, for on one occasion he ran a 3:06 three-quarter, rested a minute and a half, and did a quarter in 59.

Four days before he ran at Compton he had turned in a 3:08 three-quarter followed by a 61 quarter. These 3/4 mile pace clockings made him realize that there was no reason to let down as he had done in many of his earlier races.

Pace played a vital part in Archie's running, for he seldom had strong

(Continued on page 58)

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Women's sizes 4 to 10.



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CANADA

SPORTS EQUIP. OF TORONTO, Toronto, Ontario

"Here Below"

(Continued from page 5)

of day (which often extended through half the night), with quite a few of our top mentors, and we sensed a distinct unrest among them. Here's the way they're thinking:

"I've always loved football, working with kids, and the pay and prestige that go with big-time football. The game has been mighty good to me. But it has simply become too pressure-packed. Lose a couple of games you figured to win and everybody jumps on you as though you've been selling secrets to the Russians.

"Recruitment alone can give you an ulcer. It's a dog-eats-dog proposition that every coach hates. Yet he's got to scheme and fight like an alley pup for the good boys. That goes for every school—the ivies as well as the foundries.

"The game itself has become so complex, what with all the ingenious developments in techniques and tactics, that even practice has become an onerous, pressureful affair. You have to do so much in comparatively so little time that it really takes a young man—full of beans and ambition—to withstand all the pressure.

"Am I talking through my hat? Well, tell me, offhand, how many coaches over 50—the age at which the average business man is at the peak of his powers—are still left in the game?"

That question gave us pause. We tried to think of some big-time mentors over 50, but could recall only two. So, upon returning to our little gray home in the west side, we picked up our *Blue Book of College Athletics* and started thumbing through it.

While the directory doesn't list the coaches' ages, it does give their graduating classes. We figured anyone graduating before 1930 had to be over 50, while the fellows graduating between 1930 and 1932 could be anywhere between 48 and 52.

Here's what we discovered: There are only six coaches who definitely are over 50—Wally Butts, Eddie Anderson, Blanton Collier, Andy Gustafson, Len Casanova, and Jess Neely (only one of whom, Anderson, might be 60). And there are only 11 others somewhere between 48 and 52.

We guess that answers the \$64,000 question: "With the pressures and ulcers piling up so alarmingly, can you blame our elding statesman for looking around for work that's a little lighter on the stomach and mind and just as heavy in the pocketbook?"

Spanjian
PASADENA

By **BOB MURRAY**, Coach, South High School, Omaha, Neb.

GOLF is a game which all can enjoy throughout their lifetime. It can and should be placed before thousands, especially today, since there's a trend toward more leisure time. And there's no finer place to teach the fundamentals and provide actual competition than in the high school.

So often the high school golf coach is a person who's assigned to the task although he has had little or no experience with the game. This program is designed to aid such persons. It has been carried out at South High School for three years, with results becoming more evident each season.

PRE-SEASON MEETING

A general announcement to the student body stating the time and place of the meeting should always be made. A short, well-organized meeting should be held with the following points emphasized: (1) Physical Examination, (2) Insurance, (3) Practice Schedule, (4) Clubs & Equipment, (5) Schedule of Matches, (6) Try-outs-Tournaments, and (7) Golf in the Athletic Program.

Too often this meeting is a hit-and-miss affair. Without careful organization, the coach will miss a key factor in getting the season off to a good start.

At the first meeting, the time and

place of the pre-season tournament should be determined. It's a good idea to have a short clinic before the actual tournament begins. If the coach isn't able to conduct this himself, he may solicit the aid of the local professional or a top flight amateur golfer.

An 18-hole medal play tournament before the official try-outs are held gives the coach an idea of the type of players he'll have. Tourney winners should be announced to the student body through the school bulletin or newspaper.

After the initial tournament, hold several days of supervised practice. The players should then be ready to participate in the actual try-out for the squad.

The coach should set the time and place for the try-outs. In arranging for pairings, it's a good idea to pair older players, often your letter winners, with the younger ones. If the coach knows he has several close groups of boys, he might be wise to break up these groups for the try-out round. We feel our boys can concentrate better when not playing with close friends.

Try-outs may be 18 or 36 holes, depending on facilities, number of players, and time available. If possible, use two different courses in the interest of obtaining a truer test for your golfers.

After all boys have finished their try-out rounds, the scores should be tabulated and posted where all may see them. The coach now has the job of picking his squad for the first

match. This may be a simple or difficult task, depending on the range or closeness of scores.

It's a wise idea to select several more boys than needed for the match. This gives the coach additional time to screen his players and arrive at his starting unit. We carry four extra players to all matches. While the varsity is competing, these boys play each other in a practice round.

One or several of the boys are often ready to challenge our best golfer before the next match on the basis of his practice round. This keeps interest high and provides additional competition.

PLAYING AND TEAM RULES

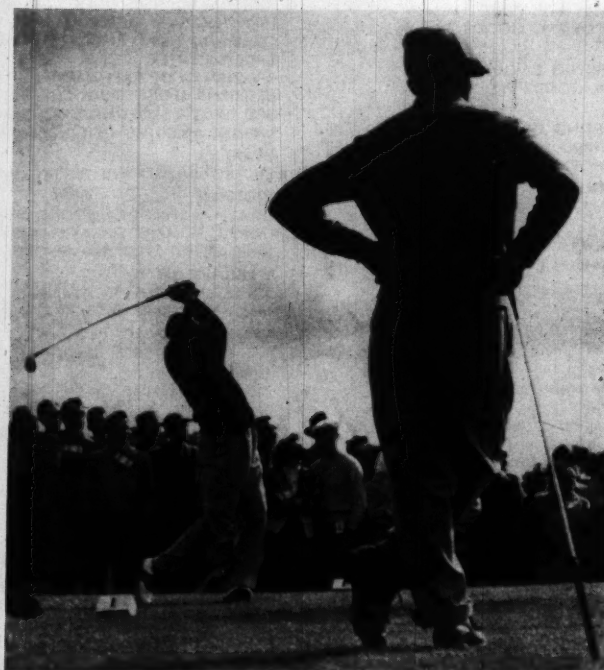
Rules governing play will usually be determined by local courses and conditions. The coach should acquaint himself with these rules before actual play begins. He may obtain literature from the local golf pro or even have him conduct a clinic or discussion on the rules.

If the coach is able to cover the rules thoroughly, he should do so himself.

If his team is competing in an organized league, the league rules should be duplicated and each player given a copy and held responsible for knowing each and every rule.

If your league has no set of printed rules, it should develop some in order to avoid an embarrassing situation which may occur at some later time.

High School Golf From A to Tee



Scholastic-Ansco Photography Awards

Tee Up

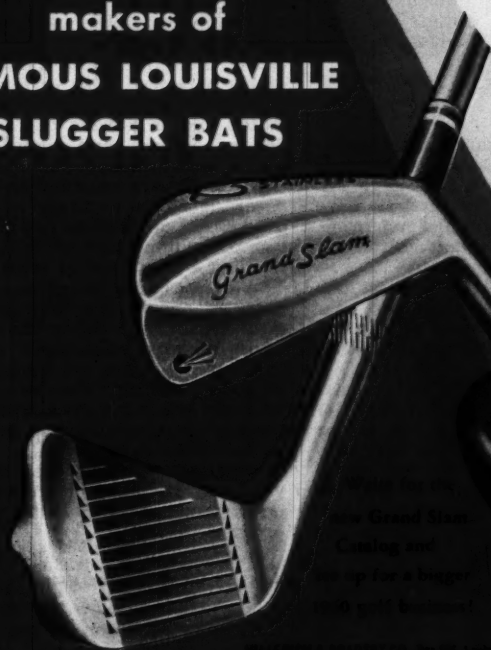
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- So effective, each wearer is insured, up to \$250, against dental injuries — at no extra cost.

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In addition to the playing rules, we supply our boys with a regular rule book and a printed set of instructions stating what's expected of each player on and off the course. These rules are thoroughly covered at an early season meeting. Needless to say, you must adhere to these in order to maintain squad discipline and morale.

PRACTICE SESSIONS

These should be held regularly, not on a hit-and-miss basis. The football or basketball coach wouldn't tolerate a boy practicing whenever it was convenient for him, and the golf coach should maintain the same attitude. Regular practice sessions will not only help develop better players but will help give golf the stature of other school sports.

Practice at many schools is often a 9 or 18 hole affair. While this is necessary at times, a boy can improve his game in many ways without actually playing a hole. An afternoon spent putting, chipping, hitting the iron shots, or driving may prove very beneficial.

There are many excellent exercises for developing the golf swing. These may be used whenever bad weather cuts into your practice routine.

The coach should play practice rounds with his players whenever possible. Not only does this build team spirit but it enables him to find out what his boys know about golf and how they react to various situations on the course. From these rounds, he can evaluate his players more thoroughly and thereby do a better job of coaching.

The coach may divide the squad into smaller units and introduce competition in chipping, putting and all other phases of the game. This type of practice will pay dividends.

TEAM EQUIPMENT

Proper dress is part of the game. By supplying our players with a golf shirt and cap, we not only have improved their appearance but have helped build team morale and pride. In cooler weather, sweat shirts and jackets should be provided.

Golf shoes certainly help a boy play better, and we encourage our boys to have their own pair—since this item isn't supplied due to the cost involved.

First line golf balls are always given to our players. A new ball for each 18 holes of competition is our general rule. The boys are delighted to receive these and we encourage them to use the ball and get the enjoyment of playing with a new ball. After a match, the balls belong to the players.

Clubs, because of the cost, aren't usually provided. However, the local pro may have some inexpensive clubs which may be purchased if the need arises. It isn't necessary for a boy to own a full set of clubs in order to play on a team. All a boy needs is

a bag and a minimum of four clubs.

Practice fees at local courses should be defrayed by the school. A boy representing a school shouldn't be asked to pay for any practice required of him.

An agreement with the local course for reduced rates most always can be obtained. The cost of season green fees for all team members won't be too high, and the benefits derived from paying for them will out-weigh the cost many times over in the good public relations created with the home and parents.

The budget for the entire year of this program doesn't exceed \$250. This doesn't include the coaches' pay. However, this will probably be the cheapest athletic activity in the entire program.

No school can afford to pass up such a program for \$250 or even double that cost. The benefits derived from golfing experiences are tremendous. Here's a sport with a great carry-over value, and it should be pushed in more schools.

MATCHES

The type of matches played, whether medal or match, will be determined by your local league. In Omaha, for example, our playing team consists of 8 players with all boys playing a 9-hole medal round. Team totals are then taken with the low score being declared the winner.

This is a deviation from the usual procedure of the 4-man golf team. But we've found that it not only gives more boys an opportunity to play competitive golf, but it makes the No. 8 squad member just as important as the No. 1 player. This, we believe, is good.

Scoring during the match is usually done by the players themselves. Each player is supplied with the score card of his opponent. This card is turned in to the scorer at the end of the match and is always checked, verified as correct, and signed by the player and his opponent.

All scores are recorded on a master sheet. Keeping accurate and up-to-date scores of matches and individual rounds is important in building and keeping a high level of team interest. The team captain might be given this task, or one of the boys who can't quite make the team may do an excellent job for the coach and team.

Accurate records are necessary aids to good coaching. They're especially valuable when the coach must choose players for special tournaments such as the state championships. We also recommend keeping records from year to year on your players. This is an excellent way to check their progress.

POST-SEASON TOURNAMENT

At the conclusion of each season, we hold an 18-hole medal play tournament and field day for all under-

(Concluded on page 74)

DURABILITY

Allen County War Memorial Coliseum, Fort Wayne, Indiana. Architect, A. M. Strauss & Associates, Inc., AIA

For a finish that is tough and long-wearing, choose Seal-O-San.

Most gym floor finishes look alike in the can. But a look at their labels will tell a different story. Only the *finest* ingredients are used in Seal-O-San gym floor finish. And this means better, longer-lasting protection for the floor. Seal-O-San penetrates the wood fibers . . . actually becomes a part of the wood itself so that the *finish* takes the wear. A Seal-O-San pro-

tected floor is also highly resistant to the wear and tear of street-shoe traffic.


Seal-O-San gym floor finish offers the advantage of durability, *plus* slip-resistance, light color, easy application, simple maintenance and protection for long life. Ask our representative, the Man Behind the Huntington Drum, for more information. Write today!

Get your copy of the new Coaches Digest. Free to coaches and athletic directors . . . please write on your school letterhead. Others send 50¢ handling fee.



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Championship Track and Field Coaching Methods

The state championship coaches answer a variety of questions dealing with meets, training, equipment, facilities, organization

FOR the past several years we've wondered about the character of the nation's outstanding high school track and field programs. Since these schools are scattered far and wide, it's impossible to see their programs in operation. About the only way to find out about them is through means of a questionnaire survey.

The one used by the writer—covering six categories of questions—was sent to all the 1958 state or top-class championship schools and runners-up. Completed questionnaires were received from 23 champions and 18 runners-up.

The information thus gleaned affords a broad picture of what's being done by many of our better high school teams, and we're greatly indebted to the coaches who so generously passed on the methods they've been using to produce superior teams.

COACH

Age range—27 to 62, median 39.

Years experience—3 to 42, median 10.

What other sports do you coach? Football, 25; cross-country 5; basketball 3; wrestling 1; swimming 2; hockey 1; baseball 6.

What subjects do you teach? Physical education, 20; math, 5; science, 3; biology, 3; history, 3; social studies, 3; physics, 2; English, 2; chemistry, 2; mechanical drawing, 2; machine shop, 2; bookkeeping, 2; health, 1; government, 1; geography, 1; art, 1; drivers education, 1.

How much are you paid to coach track and field? 0 to \$1,720, median \$400, 4 coaches receive no pay.

How many assistants do you have? One, 5; two, 11; three, 1; four, 1; five, 1; 5 schools have no assistants.

What are assistants paid? 0 to \$500, median \$150, no pay 7 schools.

Do you have a special coach for sprint events? Yes 5, No 39. *For hurdles?* Yes 4, No 40. *For distance running?* Yes 3, No 41. *For jumping?* Yes 5, No 39. *For weight events?* Yes 13, No 31.

SCHOOL

Is your athletic program self-supporting? Yes 25, partial 2, no 13.

If not, how is it financed? Board of Ed. budget 16, partial BOE aid 4, deficit paid by tax funds 2, \$1,000 school district 1.

Are you on a budget in track? Yes 33, partial 2, no 6. *If so, what's your season budget?* \$150 to \$3,600, median \$1,000.

How many state championships has your school won in track? 0 to 35, median 3.

How many boys from your school have made the Track & Field News National Honor Roll? 0 to 14, median 0, 25 schools have had none.

GENERAL

How many boys on your squad (average)? 18 to 150, median 50.

Do they try out for the team? Yes 17, No 27.

If so, what tests do you use? Time trials 7, interclass meet 2, decathlon 3, Sargent jump 1, first four boys in each event.

Do you have any track meets in physical ed classes prior to beginning of season? Yes 13, No 31.

If so, in what events do you have competition? All events, 3 schools. *Specific events listed—*50 yd. dash, 5; 75 yd. dash, 1; 100 dash, 12; 220 dash, 11; 440 run, 10; 600 run, 1; 880 run, 8; mile, 5; 120 high hurdles, 5; 180 low hurdles, 8; shot, 12; discus, 5; javelin, 4; relays, 2; pole vault, 4; high jump, 13; broad jump, 13.

Do you use a special form for re-

cording workouts? Yes 9, No 31. *For recording meets?* Yes 31, No 9.

Do you cut squad? Yes 6, No 34. *If so, when?* After 3 weeks, 2; Feb. 1, 1; as needed (attitude or dissipation). *Do you have strategy meetings with distance runners?* Yes 41, No 3.

Do your boys establish individual goals at beginning of season? Yes 41, No 3.

If so, do you keep a copy of those goals? Yes 28, No 15.

Do you establish team goals at beginning of each season? Yes 34, No 11.

Do you ever take movies of meets? Yes 30, No 14.

Do you ever have outstanding athletes or coaches talk to your team? Yes 34, No 10.

What is your method of handling training problems with respect to smoking and drinking? Automatic expulsion, 34; suspended, 2; attempt to change habit, if not, drop, 1; honor system, 2.

What publication do you feel is best of its type for high school coach? Track & Field News 11; Modern Track and Field (Doherty), 7; Track & Field Athletics (Bresnahan & Tuttle), 4; Coaching H. S. Track & Field (Luke), 3; Scholastic Coach, 2; Journals, 1; Archie's Little Black Book, 1; International Track & Field Notes, 1.

How many student managers do you have? 0 to 8, median 3.

What are their duties? Care of equipment, 27; care of locker room, 12; records, 1; timing, 6; maintenance of facilities, 5; check attendance, 5; rub-down, 5; starting blocks at meets, 4; starting, 3; first aid, 3; 2 each for assist at meets, general handyman, pass out towels, assigned to field events, assistant coach, assigned to track events, 1 each for clean up, errands, maintain bulletin boards, mark track for meets, scoring at meets, announcing at meets, typing, help faculty equipment mgr., paid equipment manager, taping.

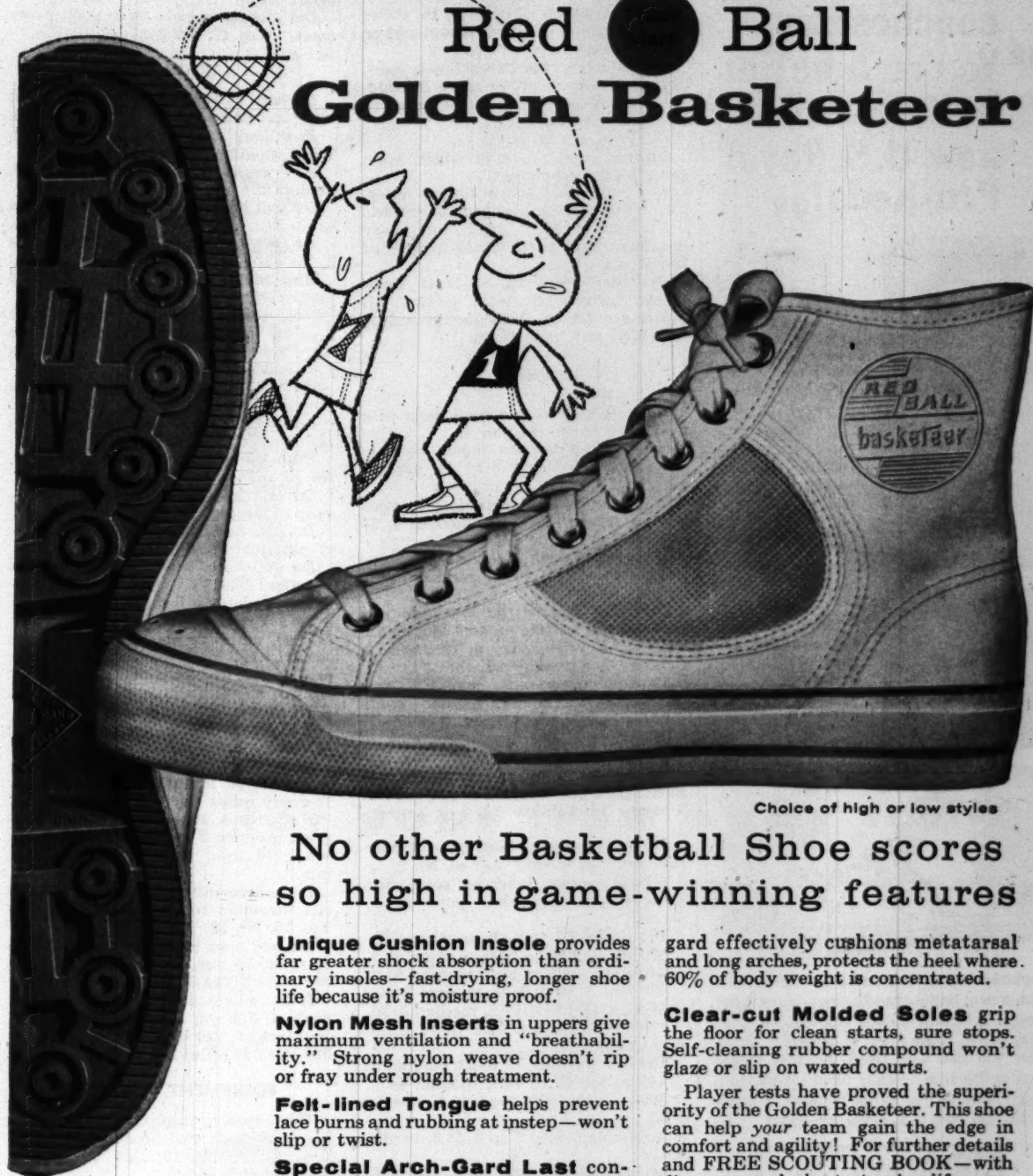
What are your letter requirements? This question was answered by a small percentage of the coaches due to its location on the questionnaire; therefore all answers are listed:

1. Eleven points, good sportsmanship and attendance.
2. Place in state meet or score 15 points in all meets. (6 meets maximum in season.)
3. Two points per meet and attitude toward practice.
4. Twenty points (indoor & outdoor combined) or score in city, or state meet. Attendance considered.
5. Third or better in state, or three thirds in district, or ten points in regular season.
6. Eleven points in major meets all of which coaches must o.k.
7. First place in dual meet, or 15

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points during season, or score in state or invitational meet.

8. Twenty points.

9. Eight points; or score in state; or first, second, or third in regional or conference.

10. As many points as meets participated in by team, or place in state.

11. Three points in duals or score in major meet.

12. Twelve points.

13. Six points (one of which must come in a major meet).

14. Ten points for a major letter. Coach's discretion for minor letter.

15. Nine points; letter for every freshman who participates in 50% of the meets.

16. Must score in at least three meets, have eight total points. All meets are major. Also good standing in school and with team.

MEETS

How many meets do you host in a season? 0 to 18, median 4.

How many varsity meets do you have during season? 3 to 20, median 10.

How many "B" meets do you have during season? 1 to 12, median 4, 20 schools have none.

How many soph meets do you have during season? 1 to 14, median 2; 32 schools have none.

On what day of the week do you like to hold varsity meets? Monday 0, Tuesday 4, Wednesday 6, Thursday 3, Friday 17, Saturday 26.

In how many night meets do you participate? 1 to 17, median 2; 19 schools have none.

What's the average attendance at your meets? 50 to 1,300, median 300.

In how many meets does your squad participate per week? 1 meet, 18; 1 or 2 meets, 10; 2 meets, 12; 2 or 3 meets, 1.

Do you give your boys pace instruction prior to meets? Yes 40, No 2.

Check events held in your state competition, indicating your school record:

100 dash, 9.6 to 10.2, median 9.9.

220 dash, 20.8 to 22.9, median 21.9.

440 dash, 48.2 to 53.2, median 50.2.

880 run, 1:54 to 2:08, median 2:00.3.

Mile, 4:13.6 to 4:52.5, median 4:36.

120 high hurdles, 14.1 to 16.8, median, 14.9.

180 low hurdles, 19 to 23, median 20.

440 relay, 43 to 46.4, median 44.

880 relay, 1:28 to 1:40.4, median 1:32.

Mile relay, 3:21.2 to 3:54.9, median 3:29.

Medley relay (440, 220, 220, 880), 3:33 to 3:57.6, median 3:39.7.

2-mile relay, 7:57 to 8:35.2, median 8:23.

Broad jump, 20-4 to 24-4 $\frac{1}{4}$, median 21-11 $\frac{1}{2}$.

High jump, 5-10 $\frac{1}{2}$ to 6-6 $\frac{3}{4}$, median 6-2 $\frac{1}{2}$.

Pole vault, 10-6 to 13-7, median 12.

Discus, 118-5 $\frac{1}{2}$ to 194-5, median 149.

Javelin, 166 to 198-6 $\frac{1}{2}$, median 180-4.

Shot, 42-11 to 69-3, median 52-6.

Do you have tryouts for each meet? Yes 18, No 25. If so, what method is used? Time trials every case.

Do you participate in any all-relay meets? Yes 12, No 31.

TRAINING

Do boys start practice during school day (last hour of day)? Yes 15, No 29. How long is practice per day? 1 to 3 hrs., median 2 hrs.

How many days per week? 4 to 7, median 5.

Do you have morning practice? Yes 4, No 39.

Do you have Sunday practice? Yes 2, No 42.

How many weeks practice prior to first meet? 2 to 10, median 4.

How many weeks does season last? 6 to 24, median 9. Starting Jan. 1 to Apr. 21, median Mar. 14. Ending May 1 to June 14, median May 2.

Do you take calisthenics? Every school (44).

Individual calisthenics? Yes 32, No 11.

Both group and individual? Yes 26, No 16.

Do you have calisthenics at beginning of period? Yes 39, No 5.

Do you have calisthenics at middle of practice? Yes 7, No 34.

Do you have calisthenics at end of practice? Yes 7, No 37.

Do you have a weight-training program? Yes 35, No 9.

If so, when do you have it? During season, 19; pre-practice, 2; during practice, 2; end of practice, 9; fall, 3; winter, 9; summer, 1; physical ed, 2.

What do you do? On own, 4; individual (depends on event), 3; repeat interval (10 series), 2; medium weights, 1; light weights (70 lbs. or less), 11; 30 minutes, 1; upper body, 1; every other day, 1.

How much time do you spend on relay practice during week (meet season)? 10 min. to 4 hrs., median 40 min.

Do you permit shot-putters and discus throwers to also throw javelin? Yes 15, No 29.

Do you ever require every member of squad to run any specific event on the track? Yes 32, No 13.

If so, what? 50 yd. dash, 3; 75 yd. dash, 1; 100 yd. dash, 3; 220 dash, 3; 300 dash, 1; 330 dash, 4; 440 dash, 11; 880 yds., 2; mile, 2; hurdles, 1.

EQUIPMENT, FACILITIES

What type of approach do you have for pole vault and broad jump? Cinder, 18; asphalt, 10; clay, 9; grass, 5; crushed rock, 1.

What type of approach do you have for high jump? Clay, 12; cinder, 11; asphalt, 11; grass, 8.

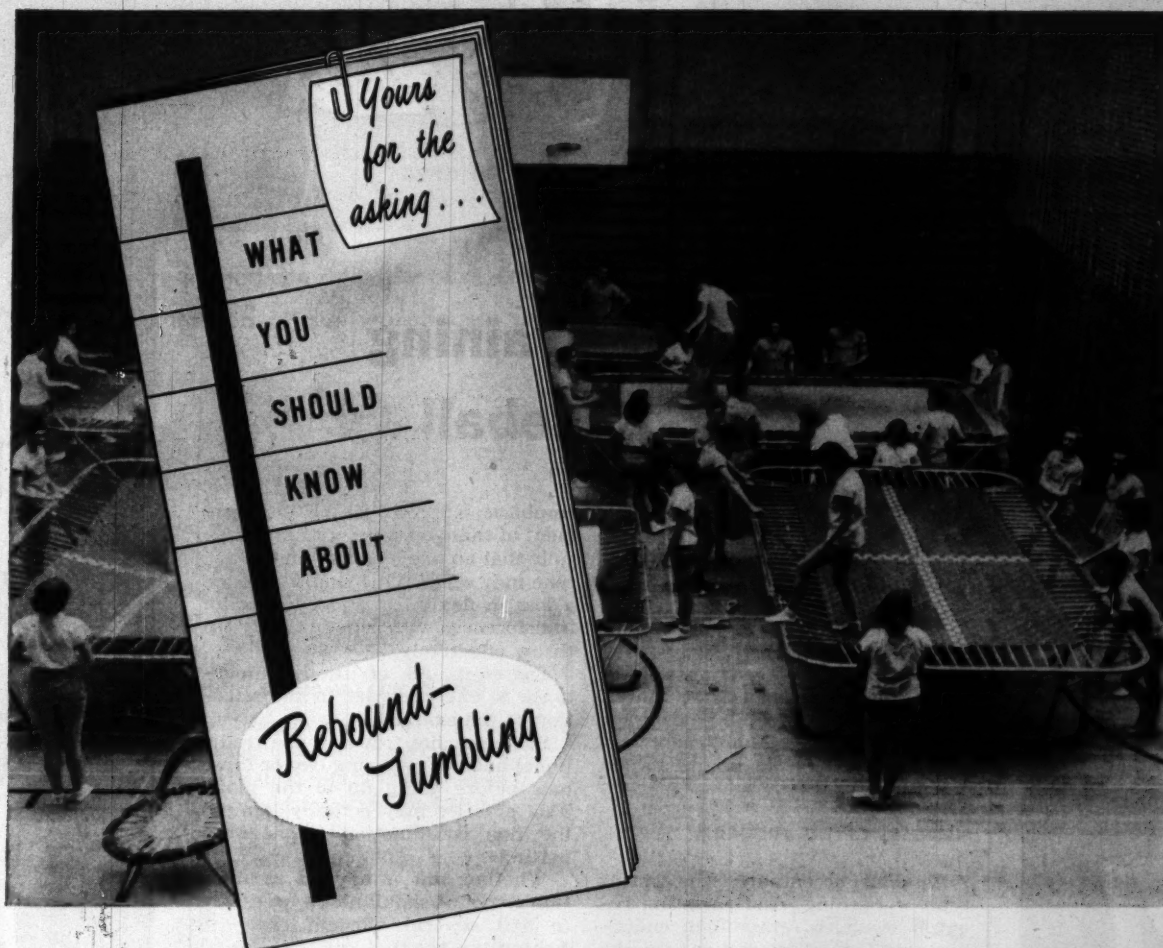
Discus and shot rings? Concrete, 20; clay, 12; grass, 4; cinder, 3; asphalt, 3; plywood, 1.

How wide is your track on straight-away? 12' to 42', median 25'.

How wide are curves? 12' to 42', median 25'.

What type of track surface? Cinder, 34; grass, 2; clay, 1.

(Continued on page 50)



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Weight Training for Baseball

OFFHAND you wouldn't think of weight training in connection with baseball, since there's nothing especially strenuous about the sport. Yet you can't dispute the fact that many youngsters with outstanding potential never achieve success because of a lack of speed or strength.

It's hence safe to assume that a moderate weight-training program can alleviate such handicaps and permit the player to realize on his potential.

PURPOSES OF THE PROGRAM

Baseball accentuates the sprint type of running. And sprinting requires strength rather than endurance, with specific demands upon the legs and arms. The weight-training procedure indicated is the heavy-resistance, low-repetition pattern.

Increased arm strength is also important in throwing and, as will be shown later, in batting. The player who is strong, all other things being equal, will be able to throw faster and farther than the person who is not.

The muscles used in throwing are located on the front part of the upper trunk and arm. But if exclusive

emphasis is given to the development of these muscles, it's quite possible that an unevenness in muscular tone may occur. This would produce a loss in flexibility and perhaps an interference with one's ability to throw effectively.

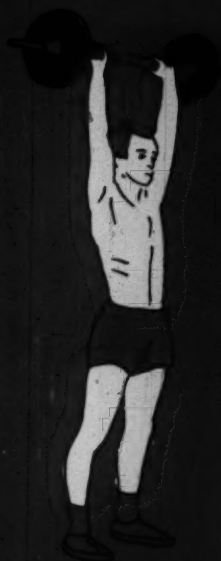
Therefore, it's of utmost importance to exercise care in the selection of the exercises.

Some coaches frown at the traditional habit of swinging two or three bats before going up to the plate. This practice may actually hamper the fine coordination required in batting.

Whether this is a valid assumption or not, it shouldn't be necessary to heft several bats in order to lighten the bat that will actually be used. The batter should be strong enough to handle the bat easily without resorting to artificial gimmicks.

Increased strength in the batting muscles offers several advantages. First, it enables the athlete to manipulate his bat perfectly without loss of control. He'll be able to assume an end grip, thanks to having the strength to handle the additional resistance. And if he wishes, he may select a larger or longer bat—all of

By **RALPH L. WICKSTROM**, University of Wichita (Kan.)



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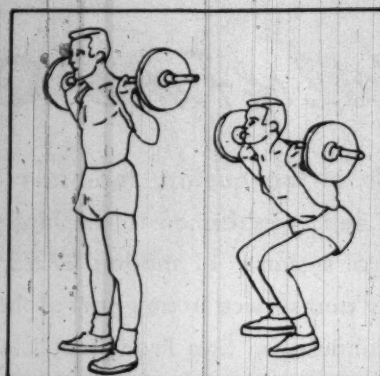
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HALF SQUAT

which will give him better power.

Remember, however, that increased strength isn't a miracle worker. It won't improve the batter's ability to time his swing or to follow the curve ball. It will simply improve his potential power and permit him to concentrate on hitting the pitch.

Injuries, too, may be reduced by weight training. The stronger a player, the less susceptible he is to the minor types of injuries which hamper his playing or temporarily incapacitate him.

FREQUENCY OF WORK-OUT

The weight-training program should be thought of as an off-season or pre-season type of training. While there's little danger from the moderate use of weights during the season, inconvenience is an inhibiting factor.

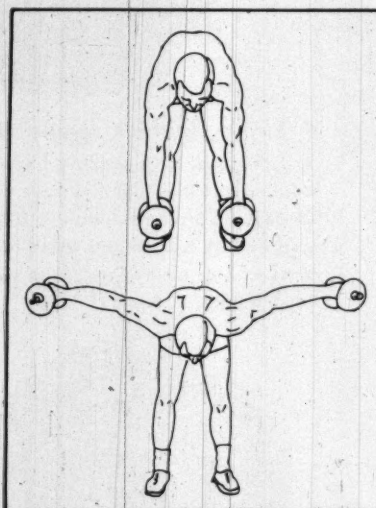
Three work-outs per week on alternate days are satisfactory, since the emphasis should be on development of strength. A six to eight weeks program would produce noticeable results but a three-month training period would be better.

If players are able to practice throwing, catching, and batting along with the weight training, they can easily make any minor adjustments in technique required because of increased strength.

EXERCISE SYSTEM

The development of strength requires the high-resistance, low-repetition system. However, the initial conditioning of muscles is better attained the first week with the low-resistance, high-repetition system. When the program is introduced, the exercises should be done with a weight that can be lifted 12-15 times without undue strain. After a week, the transition should be made to the high-resistance, low-repetition system, with a weight for each exercise that can be lifted 5-7 times. When the athlete achieves enough strength to do the exercise 10 times, additional weight must be added.

High school boys interested in maximum development in the short training period must do 2-3 sets of each exercise with a three-to-five minute rest between them. A single

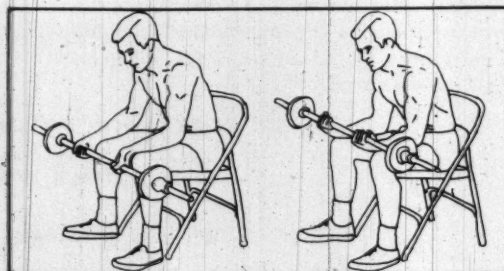


BENT-OVER LATERAL RAISE

set of each exercise will produce discernible results and will aid in pre-conditioning, but lacks the overload to produce a more desirable increase in strength.

It's the duty of the coach to gauge
(Continued on page 64)

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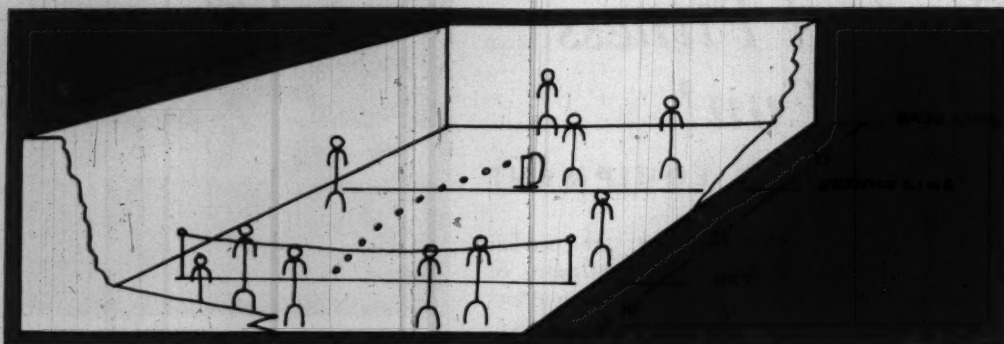
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Diag. 1, indoor volley practice (slice, drop, block, lob) in any large room.

Tennis Practice Indoors and Out

By JUDY BARTA

COACHING tennis in the average high school isn't exactly a sinecure. Facilities are often limited, the season is short, and the maximum must be accomplished in the minimum time.

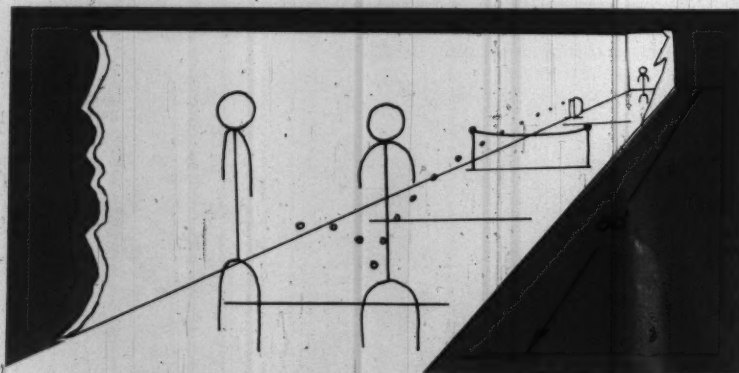
The weather may further complicate the coaching task. If snow or cold precludes immediate outdoor practice, the coach is compelled to go inside! And there's nothing tougher than keeping a squad fruitfully and spiritedly occupied in a restricted indoor area.

Clearly demanded of the coach are high-level organization, enthu-

siasm, and ingenuity. These three vital factors can compensate for any inferior teaching situation and will eventually produce a winning squad.

The basic ingredients for a successful squad effort may be enumerated as follows:

1. Natural physical ability.
2. Hard, but fun-ful work.
3. Adaptability to difficult or different playing conditions.
4. A sound strategical knowledge.
5. A fine overall spirit—individual, team, and coach—which engenders the desire to win but not out of proportion to its value.



Diag. 2, stroking practice in a 10-foot corridor.

Since the spring season is so short, there's rarely enough time to develop all the aspects of the total game. That's why it's so important to start varsity practice *now*, even though you may not have access to a gym. The indoor time can be put to tremendous use in tuning up the player in two vital areas: (1) physical condition—endurance and reflexes, and (2) stroke production—the mechanics of hitting.

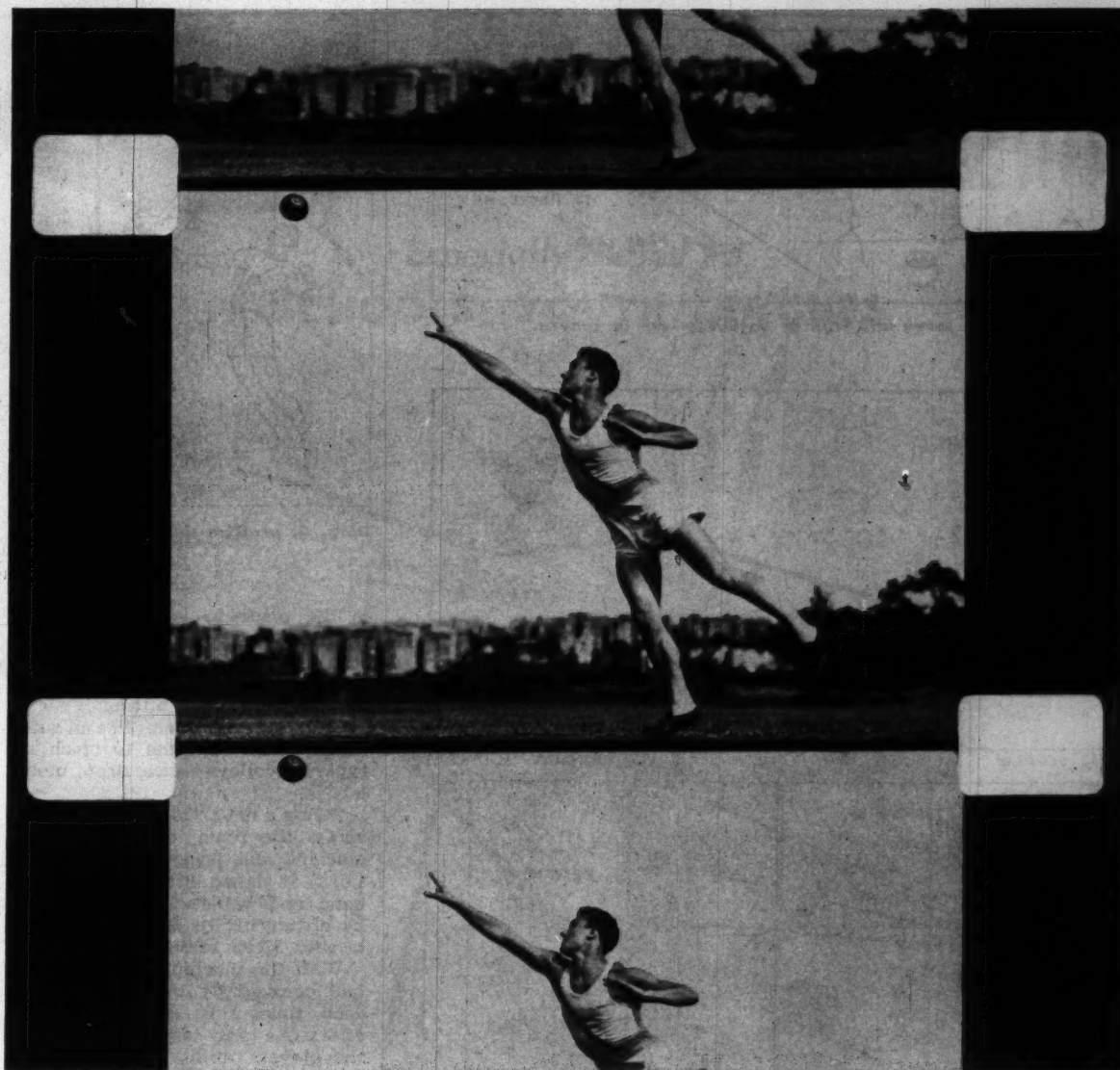
A good part of the six-weeks spring program should be devoted to the all-important fundamentals of game strategy, a much neglected phase of varsity coaching.

Remember, however, that all the strategy in the world will avail the player nothing if he hasn't the tools to implement it. And skill cannot be developed through an inconsistent and haphazard type of practice. Merely "playing the game" isn't enough. How can one boy get any forehand practice, for example, if his opponent keeps hitting to his backhand all afternoon?

Skill and its invaluable by-product, *confidence*, can be attained only through a careful practice organization. Now let's see what you can do about dissolving the myth that tennis can only be taught if you have a court available nine months of the year.

How to Organize Pre-Season Training: Every coach can take advantage of the latest teaching devices to develop skill quickly and soundly. Courts are not required; the practice may be conducted in any small indoor area.

The coach may press into service two rooms (for 10 players each) and a corridor (for 5 to 6 students). This offers an excellent way in which a squad of 25 or so may be worked out at the same time. This



Show him how to better his mark...with film!

He could win the event, but he's tightening up in meets—losing all-important inches that make the difference between a “first” and second or third place. Record his action on Du Pont 16 mm film, and *show* him how to avoid that costly foul or straighten out that glide.

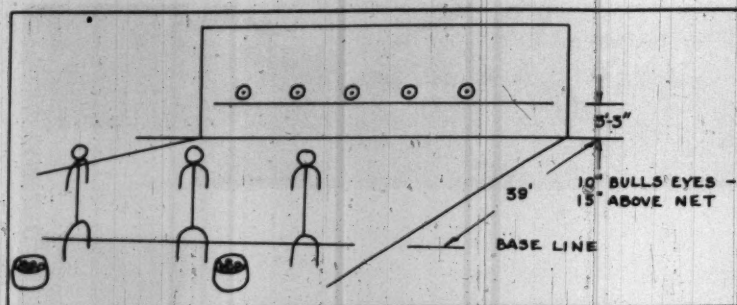
Yes, it's easy for you to see how your athlete's timing or form is robbing his performance—it's something else again to explain it. That's why a camera record of practice sessions and meets can be such a valuable coaching tool. By letting your trackmen review their individual performances time after time, perhaps even in slow motion, you'll be helping them immeasurably to see and correct mistakes, consistently improve their records. The films you take this year will be valuable future training aids, too. Almost like having an assistant coach.

For daytime shooting you can get needle-sharp pictures with Du Pont Type 930 Rapid Reversal Motion Picture Film. For indoor meets or poor-weather shooting, using only available light, Du Pont Type 931 will give you good, clear images that are easy to study. Both are high-speed, wide-latitude films, for good results even when exposure is off. Most important, processing is *extra fast*; often you can have movies within 24 hours.

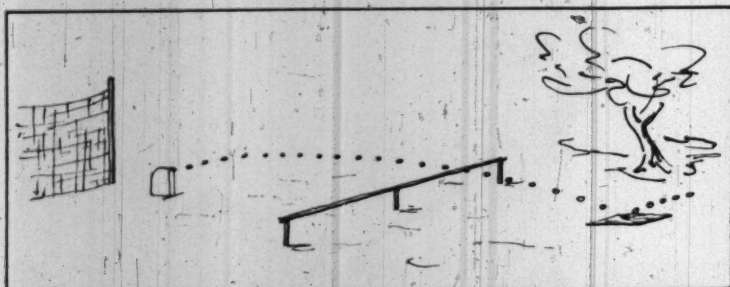
Across the country, more and more coaches are using this film-training technique to hone reaction-time of their athletes, build winning teams for their schools. For complete data on Du Pont Rapid Reversal Motion Picture Film, Types 930 and 931, plus a list of processors in your area, write: E. I. du Pont de Nemours & Co. (Inc.), Photo Products Dept. N-2432A, Wilmington 98, Delaware.



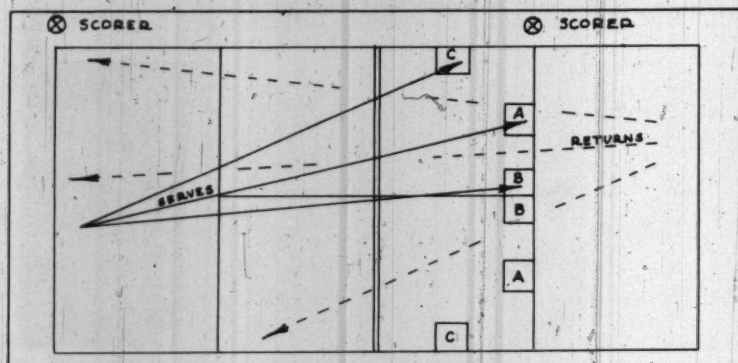
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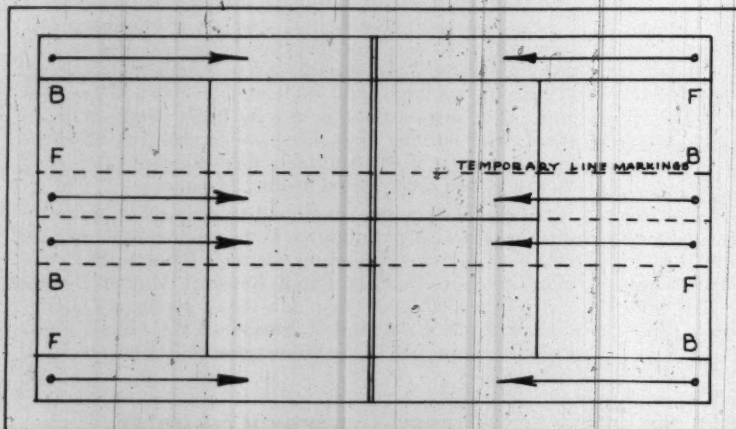
Diag. 3, serve into wall or backdrop—net or canvas.



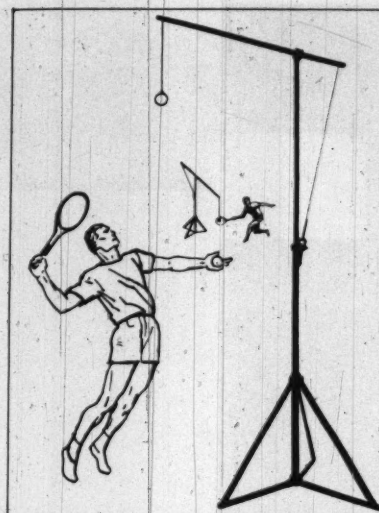
Diag. 5, stroking practice (without court) in a field or playground.



Diag. 6, serve (solid arrows) and return of serve (broken arrows) drill.



Diag. 7, line drive drill; F practices forehands, B practices backhands.



Diag. 4, practice device for serving.

is the place to work on racket-handling ability and the acceleration of reaction time. Stress the importance of accuracy and control versus wild, heavy hitting.

Diag. 1, Large Room: Use an automatic tennis machine to teach all types of volleys—slice, drop, block, lob.

String a net or rope (3' at center) across the room, then deploy the machine and targets (note dimensions) as shown. First, practice eye-hand and ball-racket coordination by hitting firmly. Second, volley to targets. Keep score.

With the machine delivering the ball consistently to the same spot each time, this type of practice offers the only accurate index to the players' ability, and thus provides a reliable comparative yardstick between various team members.

Diag. 2, Wide Corridor: For fore- and backhand drives, place the machine as shown and drop a canvas or net backdrop 80' from the player to contain the balls and provide targets. String a rope at net height (3'), and shoot for the targets. If a machine isn't available, substitute a buddy-feeder system. Practice stroking for rhythm, flow, and accuracy.

Diag. 3, the Serve: Employ a wall or backdrop (net or canvas), marking net lines with chalk, masking tape, or paint, and affixing paint or cardboard targets as shown.

The player concentrates on a simple, straight serve to firmly establish the exact depth of the service court. He'll soon learn how softly and how hard he can serve and still hit the target, as well as a pace somewhere in between.

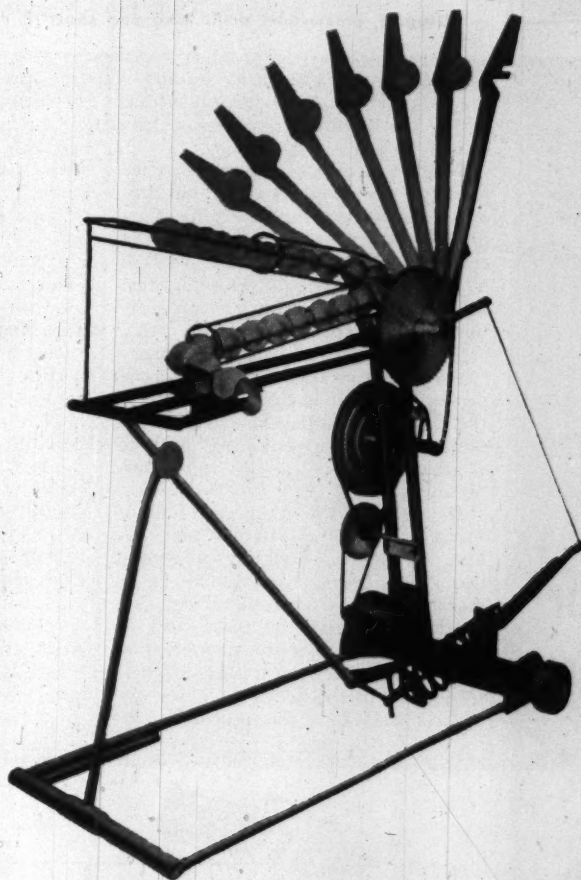
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- Motion of the pitching arm is similar to the delivery of professional pitcher, assuring accuracy in the strike zone.
- Pitches from regulation distance. May be operated with remote control from batter's box.
- Speed is adjustable for any age group, can be regulated to pitch slow lob ball or sizzling fast ball.
- Height can be regulated before, during or after operation.

SIMPLE OPERATION

- Pitches either baseballs, tennis balls, or softballs with minor adjustments.
- It's **PORTABLE**, can be pushed as easily as a golf cart on two rubber tire wheels.
- It's **COLLAPSIBLE**, the frame folds flat so that machine will fit into trunk of car or rear of station wagon.
- **SIMPLICITY** of construction puts maintenance at an absolute minimum.
- Pitches 7 balls per minute, automatic feeder holds 30 balls.

ALSO EXCELLENT AS AN AUTOMATIC TENNIS TRAINER

Quoting from *PROGRESS REPORT*, by Creighton J. Hale, Ph.D., Director of Research, Little League Baseball, Inc. "Two new baseballs, each weighing 3 1/4 ounces, were pitched by the Dudley Pitching Machine a total of 1,000 times. The target for the accuracy test consisted of pitching strings which outlined a strike zone of Little League size 17" x 24". In pitching the two new balls 1,000 times, not a single ball was thrown outside the strike zone. This meant that the Dudley Pitching Machine, when properly adjusted and using the same ball, provides 100 per cent accuracy."

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Economy Offer—\$18 per dozen
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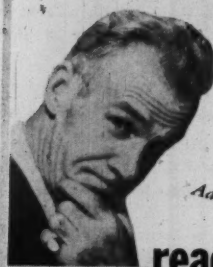
Inspection welcomed—will send M-F*
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*Trademark, patent applied for

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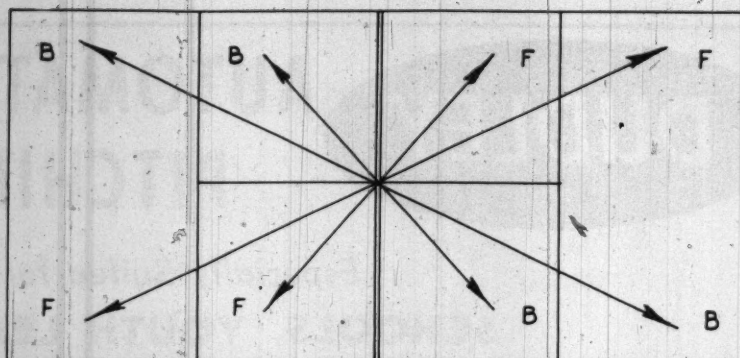
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Diag. 8, cross-court drill, long and short (F, forehand, B, backhand).

conducting competition by squads—the winner being the group which scores the greatest number of hits out of 20 tries.

Diag. 4 presents a new practice principle—a suspended ball that flies when hit—slice, flat, topspin. Employed either indoors or out, the server lightly holds a standard ball at any pre-set height. The slightest hit releases the ball for a completely normal flight into the opposite court.

By eschewing the toss, the practice eliminates the variables in the serve. The ball is held at precisely the right hitting height and position for each person, enabling him to concentrate on the all-important hitting action.

He derives the idea and feel of hitting the ball solidly with a full arm extension; and, by watching the flight, learns exactly where to stand and how to move in relation to the court and the ball—how to contact the ball at the proper spot.

Grooving the swinging and hitting parts of the serve—placing the ball accurately in the opposite court

time after time—sets the pattern of the forward swing and hit. And once the hitting action is established, it becomes easy to correlate the toss with the path of the swing. This device is equally effective for ground strokes—forehand, backhand, volley.

If the weather permits, both the indoor and outdoor areas should be used simultaneously, keeping everyone busy (with the coach supervising all areas).

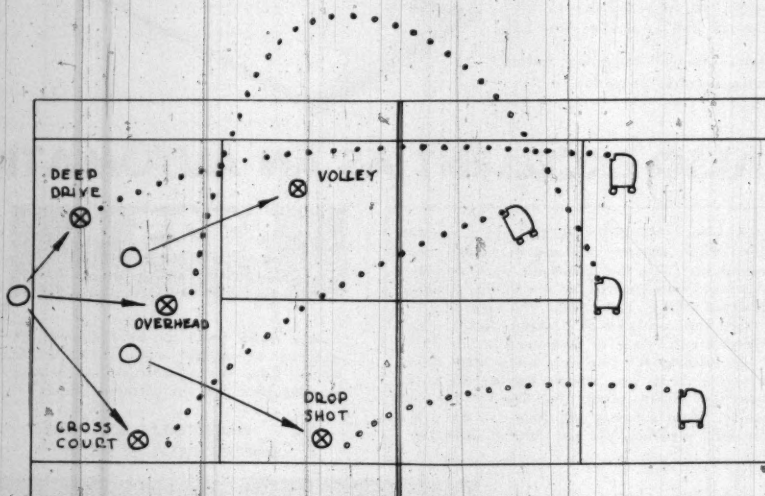
Diag. 5: Set up of machine in a field or playground.

The automatic machine makes possible a complete and accurate duplication of a court situation. Thus every stroke may be practiced and perfected *without the services of a court*. Since the machine hits the ball to exactly the same spot every time, you may:

1. Set up the machine on any level area—playing field, lawn, dirt road, etc.

2. Place a small, flat pad on the spot where the ball will always hit

(Continued on page 63)



Diag. 9, moving to hit, with machines serving all types of shots.

From B.F. Goodrich—and from Hood:

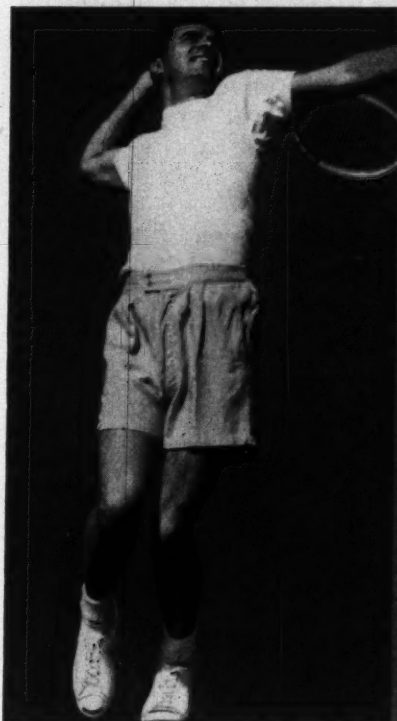
Shoes with built-in WIN!

Shoes—good shoes—can give any athlete a boost in performance. B.F. Goodrich and Hood are famous for building footwear that fits properly, wears like iron and protects a player's valuable feet! No other shoes made can offer the exclusive "P-F" construction of BFG and Hood footwear. "P-F"—Posture Foundation—reduces foot and leg fatigue, lets your man play better, longer. Top coaches and top athletes the world over demand shoes by BFG and Hood. Try them yourself—and you'll see why!

"P-F" means
Posture
Foundation



1. The important "P-F" rigid wedge helps keep the weight of the body on the outside of the normal foot, decreasing foot and leg muscle strain.
2. Sponge rubber cushion.



Jack Purcell court and tennis shoe
BFG's court classic! Cool white duck upper, non-skid molded outsole. Hygeen cushion insole, cushion heel, ventilating eyelets. Posture Foundation.



BFG and Hood track shoes
A real running shoe, specially patterned to keep from stretching. Special fibre insole, crepe outsole with small heel. Very light. Ventilated.



Bob Cousy "P-F" All-American basketball oxford
Revolutionary! The first practical basketball low-cut! Locks on foot with special hinged heel*. Hygeen insole, Circle Grip** Sole. Posture Foundation.



Vantage court and tennis shoe
Hood's championship oxford. Instep strap assures extra support, proper fit. Hygeen insole, crepe outsole. Additional cushion heel. Posture Foundation.

Footwear that feels as good
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B.F. Goodrich and Hood

See your B. F. Goodrich or Hood dealer, or write
Sporting Goods Dept. SGD, B. F. Goodrich Footwear
Co., or Hood Footwear Products, Watertown 72, Mass.

*Patent Applied For **Trademark



Bob Cousy "P-F" All-American basketball high cut
Favorite of top-flight professionals! "Peg-Top" upper, ventilating eyelets and toe-guard. Famous Circle Grip Sole. Posture Foundation.

NEW EQUIPMENT

For full details on any or all of these products, check the respective listings under "NEW EQUIPMENT" in the master coupon on page 80.



• **RESPIRATOR.** Medical Supply Co.'s Breathe Life Trainer is ideal device for practicing mouth-to-mouth artificial respiration. Thanks to plastic simulated lung and air tube with plastic mouthpiece, neither subject is in contact with other's breathing or mouth.



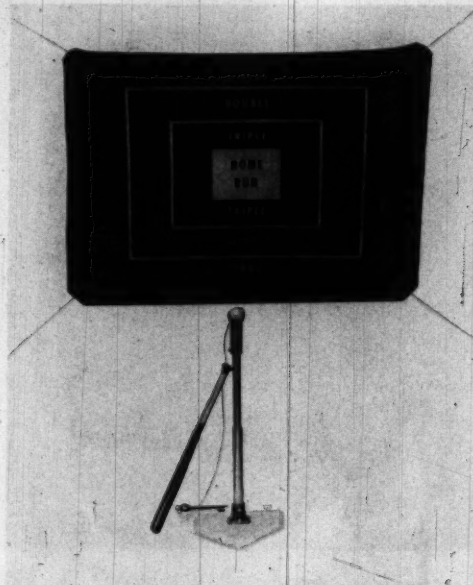
• **BATTING HELMET.** Made of high impact strength Cyclocac, MacGregor's radial rib helmet is light, durable, and provides maximum protection at temples. Six-point nylon web suspension prevents head from contacting helmet. Also features Absorbic cheek pads, reinforced beaded ear holes and edges.



• **FOOTBALL TRAINER.** All-American Trainer is of rugged, all-steel construction with contour charging pad and "Impact-O-Meter" that measures and registers charge. Fully collapsible, can be used anywhere.



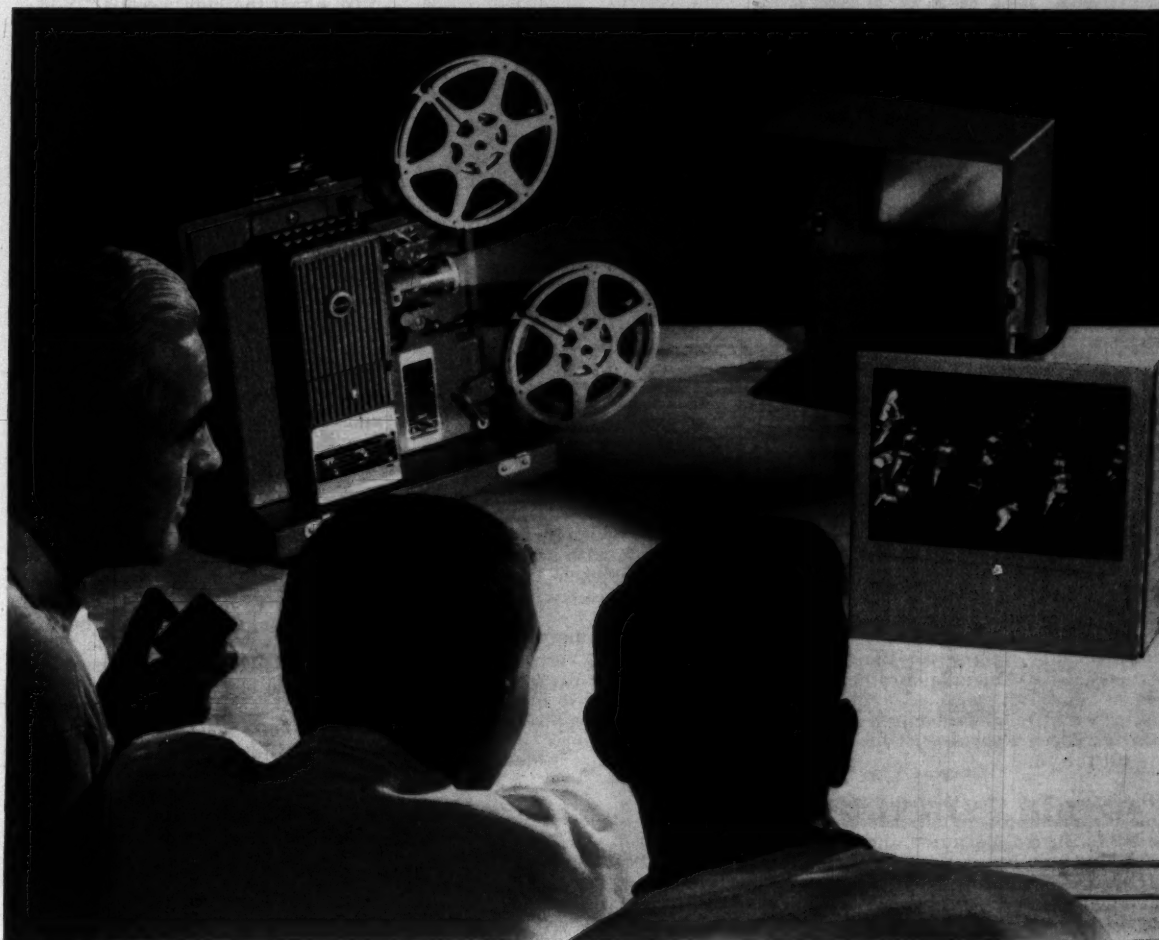
• **SIX-FINGERED GLOVE.** Exclusive professional model in genuine top grain cowhide, fully leather lined with permanent pre-set pocket. An ideal glove for first basemen and fielders. (Good Sports Mfg. Co.)



• **BATTING TEE AND GAME TARGET.** Jayfro's aluminum tee is attached to official plate and adjustable from 25" to 42". Skill Trainers Game Target, made of heavy gauge vinyl aids instruction by creating game situation.



• **BOWLING SHOE.** Lightweight, wonderfully flexible, and perfectly fitting. Riddell's new shoe features an exclusive Snug-Tie for snug-fitting comfort, a king size "brake pad," and a top-quality palomino leather upper.



Last fall's offense scores again!

You worked hard building the right attack last fall. Why start from scratch again this spring?

Many coaches use movies made at the peak of the previous season to teach spring starters the plays that are consistent ground gainers. It's a short cut that helps you teach *more* plays . . . faster.

Coach one man—or all at once

You can sit at your desk with any player and show him movies of his offensive and defensive assignments. The Kodak Analyst Movie Projector

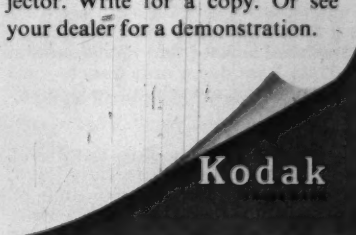
is the desk-top projector that lets you do this. Designed especially on the advice of coaches like yourself, it puts *you* in complete control. Reverse it. Re-run the play as many times as you like. Run it slow motion, or normal speed. You don't even have to draw the shades to use the Analyst.

The same projector can put big, brilliant pictures on a screen so the whole team (or a roomful of alumni) can see every detail. Remote controls leave you free to move around the room.

Start now

It's easier than you think to put Kodak's all-star movie team on your coaching staff. The folder, Kodak Motion-Picture Films and Equipment for Sports Analysis (No. V3-21), describes the Cine-Kodak K-100 Turret Camera, Kodak 16mm movie films, both black-and-white and color, and the Kodak Analyst Movie Projector. Write for a copy. Or see your dealer for a demonstration.

EASTMAN KODAK COMPANY, Rochester 4, N. Y.



COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

WHEN Bob Milkv played his first varsity game for Penn. in the stands proudly rooting for him was his famous All-American brother of Temple fame, Bill.

At the half, a newsman remarked to Bill: "The kid shoots just like you did—all the time."

Defensing Wilt Chamberlain has become the prime coaching headache of the NBA. Big Ed Macauley, the witty Hawks' mentor, has come up with the only possible solution. "Next time out we're going to triple-team him, and if that doesn't work we're going to start pressing him in the locker room."

Sure sign of collegiate basketball's comeback at Madison Square Garden is the jocular signs being held aloft by the student rooters. When St. Joseph's of Philadelphia visited town, the St. John's boosters unfurled a poster reading: "Philly isn't a city; it's a cigar."

After losing their fifth straight game, the Knicks boarded a plane from Syracuse. Wing-ice delayed the flight for hours, and a raging storm was battled all the way to LaGuardia. Coming down the runway, Coach Carl Braun, who had bought the limit of flight insurance, threw up his hands disgustedly and said, "Lost another!"

After being knocked out by Ingemar Johansson, Floyd Patterson brooded in a darkened room for days. Finally he went out for a walk, and when he came home he had a joke to tell.

"I walked around and nobody knew me. Then I sat down on a bench—and in that position everybody recognized me."

Early in the season, Bob Pettit had one of his worst games in New York, scoring just 11 points. Next time he hit the big city one of the local scribes asked him whether he was thinking of atoning for his previous game.

"I don't know what you're talking about," said Bob with a straight face. "Right after that game I went to my psychiatrist and he convinced me that it never happened."

"Go on," replied the scribe, getting into the spirit of it. "You couldn't possibly go to a psychiatrist. No one has a couch big enough to fit you."

"Who said anything about a couch?" snapped the big fellow. "My psychiatrist stands me in a closet during treatments."

"For sheer bedlam," claims the international coach, Jim McGregor, "it's impossible to beat basketball in Spain. They get so excited you can't even hear the ref's whistle. A whistle blows but nothing stops. The teams go right on playing until there's a slight lull. Then the referee comes over and says, 'The last six baskets didn't count.'"

Bones McKinney, Wake Forest coach, is fracturing the hoop beat with this "lay-up":

"I know a basketball coach who had a lifetime contract. He had one bad season and what do you suppose happened to him? The college president called him in, pronounced him dead, and then fired him."

The line coach of a professional football club was being interviewed for the head coaching job at an effete ivy college.

"What's your football philosophy?" queried the chairman of the athletic board.

"To explode across the line and rip out the opponents' guts," gritted the hard-nose.

The chairman looked shocked. "Do you mean that literally?" he asked.

"Hell, no!" replied the coach. "I mean that physically."

Walking off the field after watching his team fail to cross midfield all afternoon, the forlorn coach accidentally knocked down an old lady. Helping his victim to her feet, the coach contritely apologized, "I'm very sorry madam, no offense intended."

To which the lady snarled, "You're telling me!"

The vituperative woman in the box seat behind third base kept hurling a stream of abuse at Dick Elkind, then catching for Hutchinson. At a critical moment in the game, Dick grounded out and the witch in the box really let him have it.

"You stupid, ugly ape, who ever told you you could play ball!"

Elkind turned, looked at her for a moment, then yelled loudly and clearly, "Honey, that's not what you called me up in the hotel room last night."

While training in New York, Ingemar Johansson was visited by the ex-champ, Max Baer, whose penchant for night life cut short his boxing career, much to his relief. Maxie cornered the champ and quipped:

"Kid, no matter how long you hold the title you'll never be able to match my record. I was the only fighter who ever lived who could predict the round in which he'd lose."

Maxie then offered a parting word of advice: "If you ever get belted and see three fighters through a haze, go after the one in the middle. That's what ruined me—I went after the two guys on the end."

After Monty Sickness kicked his fifth field goal during the 1959 season, a reporter asked Notre Dame's A. D., Moose Krause, if Monty wasn't the greatest kicker South Bend ever had. Moose pondered the query, then said:

"No, I'd have to take our alumni."

George Eastment, the Manhattan College coach, watched one of his hopeless distance men running the mile. "That boy is so slow," he remarked to a reporter, "that if he ever got caught in the rain, he'd rust to death."

The angels in heaven were kibitzing with the devils down below. "If we ever played a football game, we'd murder you," they jockeyed. "After all, we have all the All-Americans up here in heaven."

"So what?" sneered the devils. "We have all the coaches."

That man, Pete Carlesimo, head football coach at Scranton U., is an after-dinner speaker without peer. We heard him at a writers' luncheon last November, and our sides are still aching. For 20 minutes, he panicked the scribes with an hilarious run of dry wit.

"Gentlemen," he started, "I've been introduced as the head football coach at Scranton. Well, I want you to know that in addition to that I'm director of athletics. I'm also director of physical education. And in addition to those three jobs, I run two cafeterias. But the good Jesuit brothers I work for aren't unappreciative. They've promised that if I continue to do a good job they may put me on at full time."

"When I played for Jim Crowley at Fordam, they accused the football team

of never going to classes. That's a lie. Why, every single day on the way to practice we passed a classroom and looked inside. They had nice blackboards and seats and everything.

"One Saturday we played SMU and were we outclassed. They had been taught all the fundamentals of offense and defense plus a beautiful six-inch uppercut. How could we play 'em even when all we'd been taught was a four-inch uppercut?"

"I think Buff Donelli is one of the greatest coaches in the country. I'm not saying that because he's Italian—but because I am.

"People accuse me of being partial to Italians just because my team speaks Italian in the huddle. I assure you they do so purely for cultural purposes.

"Why, I married a nice Irish girl—because I thought she was Italian. Our union has been blessed with seven beautiful children—four are fair and blonde, the other three are dark. My wife washes the dark kids with chlorox, while I wash the blonde kids with olive oil."

The man goes on and on and on in this extremely funny fashion.

The conceited young high school star was boasting about the number of college coaches who were trying to recruit him. "You know," he said, "a lot of coaches are going to be miserable after I pick my college."

"Hmm," commented a teammate, "how many coaches do you expect to play for?"

Ex-Manager Fred Haney of the Braves was a thoughtful gent who tried to remove a pitcher as painlessly as possible. One afternoon, after his pitcher had been blasted for a half dozen hits in a row, Fred went out to give him the rest of the day off.

"But Mr. Haney," protested the pitcher, "they were all freak hits. I just haven't been getting the breaks."

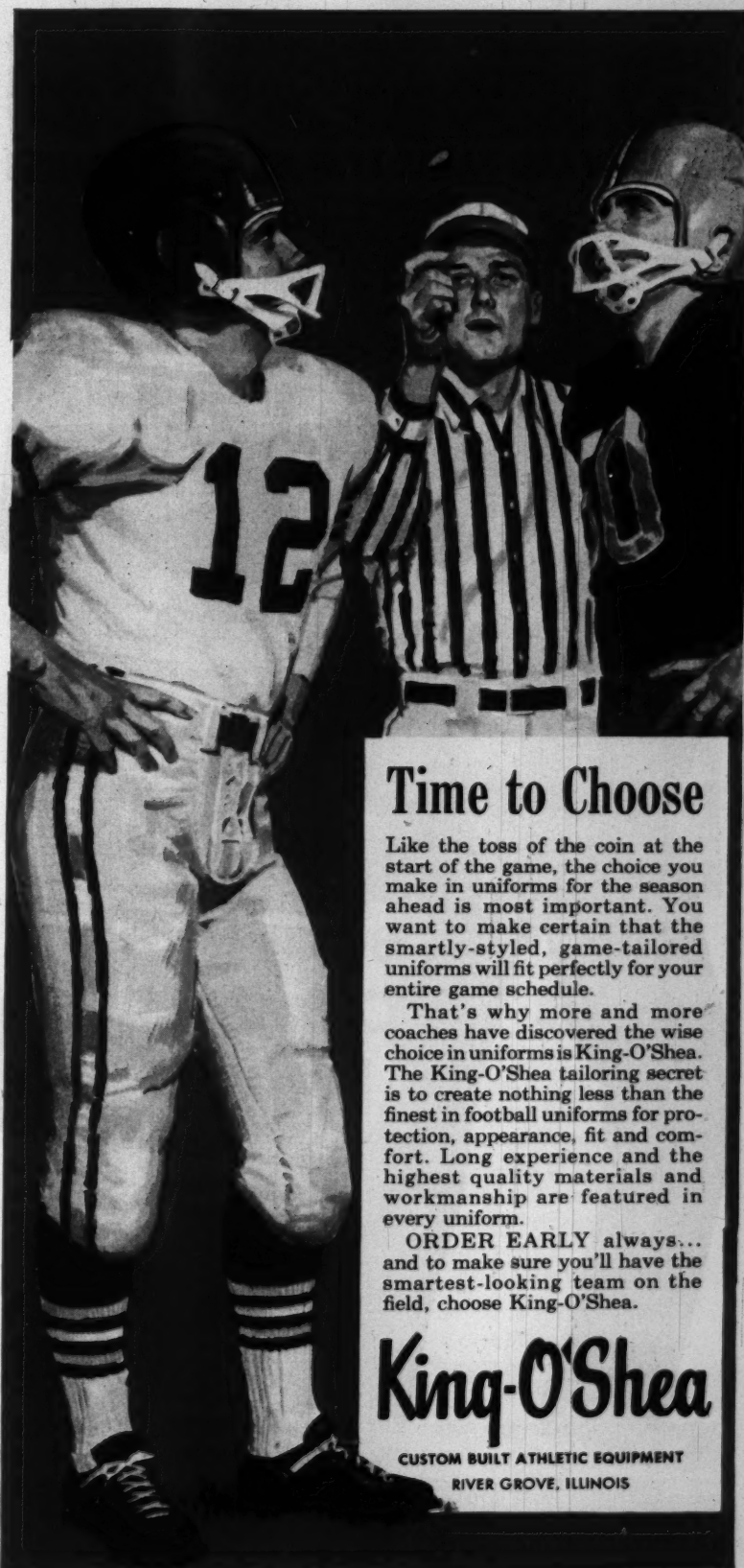
"I know, son," consoled Haney. "I don't think the fellow coming in will be any better. I'm just hoping he'll be a little luckier."

During the regime of John McGraw, the Giants brought up a rookie whom they immediately installed in the outfield. A ball was hit past him and he lost his glove while fielding it. Then, to everyone's amazement, he ran back and picked up the glove before retrieving the ball—while the batter scampered around the bases.

When the rookie returned to the dugout at the end of the inning, McGraw was waiting on the steps. "Can you tell me why you ran after your glove instead of the ball?" roared Little Napoleon.

"Mr. McGraw," replied the rookie in an injured tone, "I had to find out what hand to throw with, didn't I?"

Yogi Berra on why he likes training in Florida: "The climate's good and you meet so many new strangers."



Time to Choose

Like the toss of the coin at the start of the game, the choice you make in uniforms for the season ahead is most important. You want to make certain that the smartly-styled, game-tailored uniforms will fit perfectly for your entire game schedule.

That's why more and more coaches have discovered the wise choice in uniforms is King-O'Shea. The King-O'Shea tailoring secret is to create nothing less than the finest in football uniforms for protection, appearance, fit and comfort. Long experience and the highest quality materials and workmanship are featured in every uniform.

ORDER EARLY always... and to make sure you'll have the smartest-looking team on the field, choose King-O'Shea.

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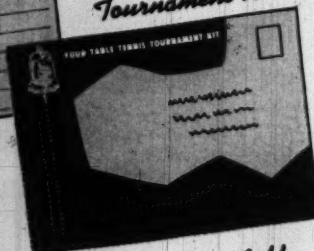
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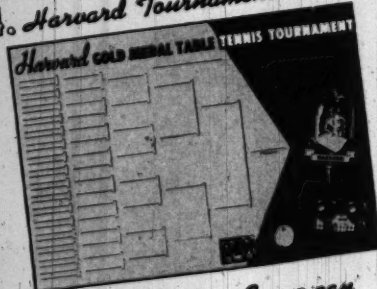
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 60 State St., Boston, Mass.

**Championship
 Track and Field
 Coaching Methods**

(Continued from page 34)

Do you throw javelin and discus in area away from track? Yes 25 (only 19 states have javelin throw). Inside the oval? Yes 11.

Do you have a bulletin board for track? Yes 43, No 1.

Do you furnish all equipment for practice as well as meets? Yes 32, No 12.

If not, what doesn't your school furnish? Shoes, 12; socks, 7; supporter, 7; practice trunks and jersey, 6; practice shoes, 4.

What type of vaulting pole do you use? Steel (no brand listed), 23; aluminum (no brand listed), 5.

What are strongest features of your program? Large squad, 8; winning team, 6; hard work, 5; tradition, 5; good equipment, 4; T & F part of P.E. program, 4; good meets, 3; fine track, 3; good material, 3; 2 each for good attitude, everyone runs, interest, good facility, tradition of always holding practice under any conditions.

Mentioned once — good publicity, desire of boys, good competition, intramurals, fine weather, boys willing in spite of weather, Junior Olympics helps promote sport, work-out schedule posted every day, cooperation with head football coach (many football players go out for track); honor to be on squad, don't cut squad, indoor track program, enthusiasm, every boy gets to compete, excellent coaching assistants, many meets in three state area, concentrate on team strength, administration interested in track & field, telegraphic meets with out-of-state teams, good relationship between colored and white boys, close contact with junior high program, weight-training program, organization, high goals, good freshmen and sophomores, cross-country program, good school spirit, any boy can go out, quality boys on squad, Track Widows Club (Golden, Colo.)—Girl friends help furnish meal at meets and celebrations after meets. Regular officers with working functions. Parents also participate.

What are weakest features of your program? Too few coaches, 6; poor weather, 6; not enough time to devote to individual events, 4; inadequate facilities, 3; spring football, 3; 2 each for no indoor facilities, no "B" or sophomore squad, insufficient funds, no junior high program, season not long enough, practice area too far from school, finances—spring sports dependent on good football and basketball season.

Mentioned once — no physical ed program, no intramural program, little public interest, poor track, inadequate space, no night meets, poor cross-country program, two coaches—

150 boys, inadequate publicity, little cooperation from junior highs, conflict with other spring sports, coach must help with spring football before going to track, only warm-ups and meet uniforms furnished, state rules restrict distance runners (880 and mile) from additional events beyond 220—can't repeat on same day, squad too big, need trainer, great distance to certain meets, not enough meets, snow, poor meet schedule, no movies, no assistants, poor meet organization.

Sprinting Speed-Up

(Continued from page 16)

tion being paid to the hands of the sprinter as he gets under way. A quick look at the hands of our leading sprinters as they speed through their races will assure you that they're carrying their hands loose, not clinched or semi-clinched. Their wrists are loose and their forearm muscles relaxed.

To me this seems like an advance in coaching practice. I've a feeling that I may get an argument from some sources on this point. But I can only urge you to look at our top men like Ray Norton as they race through the century or the furlong.

When you have a chance to view our nation's best sprinters in action again, let me urge you to take a good look at the facial expression of the men as they race through their specialties. Some time ago it became evident that our distance runners were trying to keep the lower jaw loose and drooping to a slight degree while running.

What you should notice now is that our leading sprinters are following the same pattern. Here again the theory seems to be that improvement in sprinting can be achieved through concentration on the relaxation of the muscles of the upper body. You need only to relax the muscles of your own lower jaw to observe the effect upon the muscles of your throat and the upper part of your shoulders.

All of us need to notice that in the past 25 years only a tenth of a second has been cut from our world's record in the 100-yard dash. We should note also that this lowering of the record has come within the past few years. The coaching during this period has leaned more and more toward the factors that will make the runner relax even at high speed.

It would seem that if we are ever to achieve the ultimum in the sprints, we must seek records by relaxation.

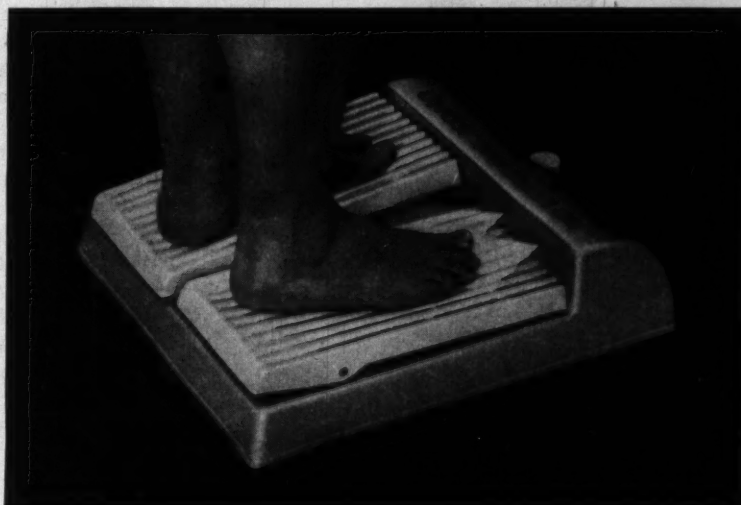
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*American Pub. Health Assoc., Oct. 15, 1954



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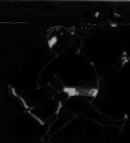
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1959 STATE HIGH SCHOOL FOOTBALL CHAMPIONS

THE ALMOST complete employment of the T formation in one of its various forms was reported by the 58 state high school football champions replying to *Scholastic Coach's* 1959 statistical survey.

Only three of the respondents used the Single Wing, while one, Norview of Virginia, relied on a Y formation which had the quarterback under center but the fullback up closer to the line than the two halfbacks.

Although only 27 of the schools contacted were official state champions, the balance was picked from commonly accepted newspaper polls and semi-official rating systems.

Greater use of the forward pass was also noted among these top teams; and for the first time in four years we had a school—Clifton, N. J.—passing for an average of 200 yards per game. This far exceeds the previous high of 166 recorded by Bay City, Mich., in 1958.

Coach Joe Grecco was fortunate in having a topnotch passing quarterback along with a *Scholastic Coach* All-American end and a passing halfback who flipped for five scores. Grecco reports that many of their gains came on short flips and long runs, but it's still an amazing total. Clifton averaged more than 25 passes per game, which, while not unusual for a team that can't move the ball on the ground, is most impressive for a team which averaged almost 30 points a game.

There were 14 schools which passed for more than 100 yards per game, as opposed to eight in 1958, five in 1957, and 10 in 1956. It may well be the influence of Johnny Unitas's tv exhibitions, for a number of schools are now using the Slot and Winged T either as a primary or supplementary offense.

Of the top 11 rushing teams, it's interesting to note the inclusion of two of our three Single Wing exponents. Burley, Ida., placed fourth and Sioux Falls, S. D., tied for 11th. Valley High of Fairfax, Ala., a small school which came in for raves this year, had the top average—400 per game—with second place Long Beach Poly far down at 366. Valley's average is only three yards back of last year's leader, Oak Ridge, Tenn., and the second highest reported since 1956.

Also noteworthy is that only one of the top teams was a Split T exponent, as contrasted with seven of the top 10 in our first poll in 1956.

In the statistical tables on pages 56 and 57, please remember that these embrace only the teams that reported before our deadline.


(Continued on page 56)

SEE PAGES 54-55 FOR COMPLETE 48-STATE CHART

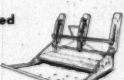


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OFFERED.

State High School Football Champions, 1959

	SCHOOL	COACH	RECORD	BASIC OFFENSE	SUPPL OFFENSE	PTS. SCORED	PTS. AGNST.	YARDS RUSH. A GAME	YARDS PASS. A GAME	TOTAL	WT. LINE (Offensive Team)	WT. BACKS	2-WAY MEN
ALABAMA	Lee (Montgomery) Valley (Fairfax)	Tom Jones Doug Lockridge	9-1-0 9-0-0	T T	Flankers	276 291	54 32	400	59	459	190 174	174 168	8 7
ARIZONA	So. Mountain (Phoenix) Yuma	Earl Clupper Merv Rosengarten	8-0-2 8-2-1	Wing T Split T	Fly T	240 162	86 73	203 162	101 73	304 235	194 190	181 158	6 4
ARKANSAS	*Hall (Little Rock)	Raymond Peters	10-1-0	Split T	Belly	158	80	202	29	231	177	160	8
CALIFORNIA	Alameda Huntington Park Long Beach Poly San Diego San Leandro	Chuck Butler Ray Vernoy Dave Levy Biff Crawley	9-0-0 10-1-0 11-0-0 9-0-0	Wing T Split T T Multiple T	T Variations	244 339 365 314	32 102 91 39	281 257 366 255	72 145 64 101	353 402 430 356	184 188 187 186	165 169 180 173	8 7 7 4
COLORADO	*Greely	Bud Davis	11-0-0	Split T	Belly	398	71	314	90	404	171	173	10
CONNECTICUT	Stamford	Walton O'Meara	9-0-0	Wing T	DW-Spread	184	65	257	63	320	184	165	7
DELAWARE	Salesianum (Wilmington)	Dim Montero	7-0-0	Multiple T		238	19	325	162	488	207	191	9
D. C.	*Gonzaga	Peter Lerario	9-1-0	Wing T	DW	167	50	157	58	215	195	173	9
FLORIDA	Miami Edison Pinecroft	F. Haywood Fowler James Scoggins	9-0-1 9-0-0	Single Wing		281 230	87 38	258 270	138 48	294 318	175 173	145 165	0 0
GEORGIA	*Albany	John Tillitaki	12-0-0	T	Slot-T & "I"	277	50	258	55	308	185	178	6
HAWAII	*Punahou	David Eldredge	9-1-1	Slot T		245	60	129	124	253	181	167	11
IDAHO	Burley	Rulon Budge	8-0-0	Single Wing	T & Spreads	293	12	335	41	376	176	160	11
ILLINOIS	Lane Tech (Chicago)	Alfred Manastin	10-0-0	Split & Wing T	Drive Series	182	24	260	52	312	221	178	
INDIANA	South Bend Central	Bob Jones	10-0-0	Wing T-Slot	Belly Series	249	60	298	38	336	191	180	7
IOWA	Burlington	Harold Tackleson	10-0-0	T	Belly Series	303	72	281	88	369	191	159	8
KANSAS	Lawrence	Alan Woolard	9-0-0	Split T		276	45	297	30	327	174	182	6
KENTUCKY	Manual (Louisville)	Tom Harper	12-0-0	Split T	Wing & Slot	315	62	250	65	315	192	160	0
LOUISIANA	*Istoumae (Baton Rouge)	Fuzzy Brown	12-1-0	T	Slot T	319	65				185	160	8
MAINE	*Deering (Portland)	Gordon Pendleton	8-1-0	Wing T		273	79	322	27	349	185	170	9
MARYLAND	Poly (Baltimore)	Robert Lumsden	9-0-0	T	Variations	321	45	330	47	377	183	184	11
MASSACHUSETTS	*Brockton Holyoke	Chester Miller Archie Roberts	6-0-2 9-0-0	Multiple T		154 272	36 24	254 162	32 106	288 288	204 184	174 167	8 8
MICHIGAN	Grand Rapids Catholic	Ted Sawle	9-0-0	T	Splits & Flankers	234	72				173	159	6
MINNESOTA	Washburn (Minneapolis)	Russ Hellockson	9-0-0	Wing T (Unb.)	T	227	68	296	69	365	196	179	6

MISSISSIPPI	*Meridian	Dog Owens	8-0-2	T	Box T	193	50	182	56	238	172	159	7
MISSOURI	Jefferson City Westport (Kansas City)	Pete Adkins Kenneth Webster	10-0-0 9-0-0	T Belly T	Variations Unbalanced Line	337 287	66 36	268 332	90 112	358 446	170 173	148 153	9
MONTANA	*Kalispell	Jim Sweeney	9-0-1	Wing T		287	79	263	97	360	167	156	9
NEBRASKA	Creighton (Omaha)	Don Leaky	7-1-0	T		202	41	184	122	306	178	148	6
NEVADA	*Las Vegas	Angelo Collis	7-2-0	Split T	Wing T	196	56	232	73	305	203	179	8
NEW HAMPSHIRE	*Nashua	Buzz Harvey	7-2-1	Split & Slot T		213	62				196	175	8
NEW JERSEY	Clifton	Joseph Grecco	9-0-0	T	Slot & Flankers	264	66	256	200	456	188	163	7
NEW MEXICO	*Las Cruces	G. Rudy Camunoz	12-0-0	Wing T	Slot T	346	81	304	94	398	188	167	5
NEW YORK	Carle Place Niagara Falls Rye St. Joseph's (Buffalo)	Joe Coody Mike O'Laughlin Ben Badini Wm. Fitzhenry	8-0-0 8-0-0 8-0-0 8-0-0	Split T Wing T Multiple T Split T	Flankers	189 197 234 133	25 50 240 25	224 240 250	64 54 65	268 294 315	224 192 184 198	180 173 151 180	8
NORTH CAROLINA	*Garinger (Charlotte) *Rockingham	Joe Tomanchuk Bill Forster	9-1-2 11-1-1	T Split T	Variations Wing T	236 293	70 84	249 280	63 67	312 347	189 163	170 160	9
NORTH DAKOTA	*St. Mary's (Bismarck)	Dave O'Brien	8-0-0	T	Wing T	191	21	254	55	309	170	157	6
OHIO	Massillon Springfield Public	Leo E. Strong Lowell Storm	10-0-0 9-0-0	Wing T (Unb.) T	Flankers	431 408	46 38	338 302	83 115	421 417	171 198	167 164	0
OKLAHOMA	*Northwest Classen *Ada	Rex Irwin Craig McBreom	10-0-0 11-2-0	Bear T, Spread Split T	Wing T	222 380	86 87	220 291	92 69	312 360	183 171	161 165	7
OREGON	*Medford	Fred Spiegelberg	12-0-0	Multiple		474	79	271	107	388	188	166	4
PENNSYLVANIA	Charlton W. Carth. (Philadelphia)	James Currie Vince McAnaney	11-0-0 8-2-0	T Split T	Variations	254 200	72 48	216 200	69 150	285 350	185 166	175 144	6
RHODE ISLAND	*Rogers (Newport)	John J. Toppa	9-0-0	Split T	Slot T	182	47	272	19	291	175	160	4
SOUTH CAROLINA	Greenwood	Pinky Babb	10-0-1	T	Wing T	247	61	252	55	307	187	165	8
SOUTH DAKOTA	Sioux Falls Washington	Grant Hedenively	5-2-0	Single Wing	T-Variations	240	65	302	68	370	180	154	7
TENNESSEE	Kingsport	Bill Jasper	9-0-1	Wing T	Split T-Belly	290	30	279	33	312	170	159	9
TEXAS	*Ray (Corpus Christi)	Bill Stages	14-0-0	Pro T		447	78	302	88	390	191	169	8
UTAH	*Highland (Salt Lake City)	Larry Palmer	9-1-0	T	Spread	136	45	181	44	223	182	163	3
VERMONT	*St. Albans	Robert White	7-0-0	Wing T		305	50	257	71	328	180	170	8
VIRGINIA	*Norview (Norfolk)	Charles McClurg	10-0-0	Y		206	46				185	181	8
WASHINGTON	Garfield (Seattle)	John J. Beltano	9-0-0	T	Half-Split T	134	51	215	84	299	185	180	8
WEST VIRGINIA	*Bluefield	Merrill Gainer	11-0-0	T (Unbalanced)		327	95	289	148	437	179	160	7
WISCONSIN	Knosha Green Bay West	Chuck Jankwich John Biele	8-0-0 7-0-1	T T	Wing T Wing T	233 183	64 46	263 180	44 46	327 226	185 180	160 150	8
WYOMING	*Rock Springs	Eddie Talboom	8-1-0	Split T	Unb. T	181	98	135	40	175	180	165	8

Official champion; †Official co-champion.

*Official champion; †Official co-champion.

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AT COLORADO SPRINGS

AT ANNAPOLIS

AT WEST POINT

Football Champions

(Continued from page 52)

Following are the top rushing leaders (yards gained per game):

Fairfax, Ala. (Str. T)	400
Long Beach, Cal. (Str. T)	366
Massillon, O. (Wing T)	338
Burley, Ida. (SW)	335
Westport, Mo. (Belly T)	332
Baltimore Poly (Str. T)	330
Salesianum, Del. (Mult. T)	325
Deering, Port., Me. (Wing T)	322
Greeley, Colo. (Split T)	314
Las Cruces, N. M. (Wing T)	304
Springfield, O. (Str. T)	302
Sioux Falls, S. D. (SW)	302
Corpus Christi, Tex. (Pro T)	302

Salesianum, the fine Wilmington Catholic school which placed second on our passing list with 162 per game, had the third highest average ever reported for a championship team.

Coach Dim Montero's eleven is listed for the third consecutive year, and each year has ranked as one of the statistical leaders. In 1957 his team was first in passing, with Clifton second; and in 1958 it gained 380 yards rushing for second place. A fine tribute to the coach and his team.

Worthy of interest is the fact that the top four passing teams hail from the Eastern part of the United States, where the weather generally isn't conducive to the aerial game.

Here are the 10 leaders in passing, with their average yards gained per game:

Clifton, N. J. (Str. T)	200
Salesianum, Del. (Mult. T)	162
West Catholic, Phila. (Split T)	150
Bluefield, W. Va. (Unb. T)	148
Huntington Park, Cal. (Split T)	145
Miami Edison, Fla.	138
Punahou, Honolulu (Slot T)	124
Creighton Prep. Neb. (Str. T)	122
Springfield, O. (Str. T)	115
Westport, Mo. (Belly T)	112

Salesianum, fifth in 1958, moved up to first in total offense with a well-balanced 488 yards per game. The ratio was almost exactly 2 to 1 on the rushing side.

Fairfax, with its great ground attack, had a 6 to 1 ratio for 459 per game, and Clifton with 256 rushing and 200 passing exhibited the highest passing ratio ever.

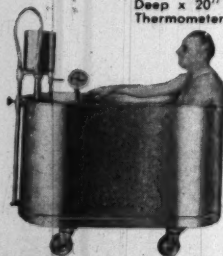
Of the eight teams gaining over 400 yards per game, six accounted for over 100 yards passing—twice as many as in any previous season.

Following are the total offense leaders (rushing, passing, total average):

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DAKON CORPORATION NEW HYDE PARK, N. Y.

Salesianum, Del.	325-162-488
Fairfax, Ala.	400- 59-459
Clifton, N. J.	256-200-456
Westport, Mo.	332-112-446
Bluefield, W. Va.	289-148-437
Long Beach, Cal.	366- 64-430
Massillon, O.	338- 83-421
Springfield, O.	302-115-417
Greeley, Colo.	314- 90-404
Huntington Park, Col.	257-145-402

Medford, Ore., scored 474 points in 12 games to top all our champions in scoring, followed by Ray of Corpus Christi, Tex., with 447 in 14 and Springfield, O., with 408 in nine. The last named led the pack with a 45.3 average.

Defensive honors were carted off by Burley, Ida., with only 12 points against in eight games, and Salesianum which yielded 19 in seven. Coach Tom Harper at Louisville (Ky.) Manual also produced a great defense which scored more touchdowns than the offense in its big game! The defensive team tallied on three blocked kicks, two interceptions, and one recovered fumble.

Five champions went into action with offensive lines averaging 200 pounds or more, topped by Carle Place, N. Y., a new Long Island school which rounded up seven lads who hit a 224 average.

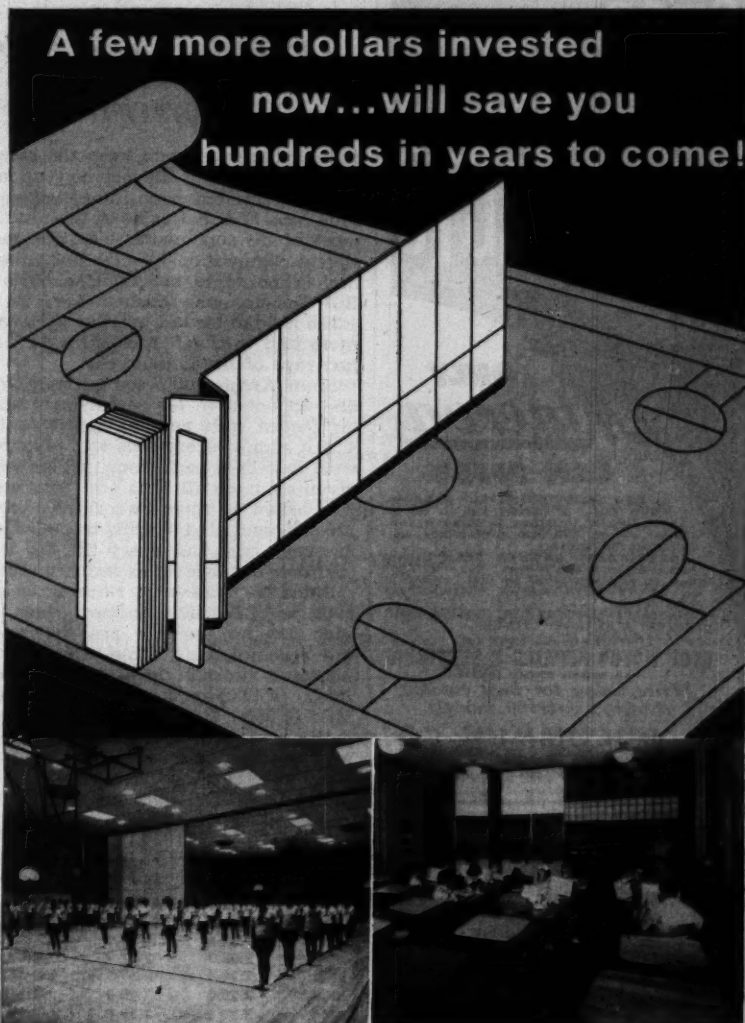
Lane Tech, the Chicago champion, weighed in at 221 up front, followed by Salesianum, 207; Brockton, Mass., 204; and Las Vegas, Nev., 203. Heaviest backfield was Salesianum's at 191; for a 201 team average.

West Catholic, the Philadelphia champion, proved that weight isn't everything. The team sported a backfield averaging only 144 pounds behind a 166-pound line.

Special mention must go to the fine teams at Lawrence, Kan.; St. Joseph's of Buffalo, N. Y.; and Sioux Falls, S. D. In the four years we've been conducting this survey, they've made it every time. St. Joseph's and Lawrence haven't lost a game in that time, and Sioux Falls, while it has lost, is forced to rove all over the North Central and Eastern Rocky Mt. area for games, having run out of competition at home.

R. E. Lee of Montgomery, Ala.; South Mountain of Phoenix, Ariz.; Long Beach Poly; Stamford, Conn.; Salesianum (three in a row); Pensacola, Fla.; South Bend Central, Ind.; and Kalispell, Mont., all repeated as champions.

Additionally, Miami Edison; Istrouma of Baton Rouge; Jefferson City, Mo.; Las Vegas; Clifton; Ada, Okla.; Greenwood, S. C.; and Norview of Norfolk have been listed in other years.



Shadle Park High School, Spokane, Washington,
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Grace McWayne School, Batavia, Illinois,
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Training a 4:08-9 Schoolboy Miler

(Continued from page 24)

enough competition to keep the stop-watch from being the primary opponent. He lost only one interscholastic mile race, and that came in the fourth meet of his sophomore year. He had strong competition in only two other high school races, both by Concordia's Bill Dotson, who pushed him to a 4:26.5 mile in his last meet as a sophomore and to a 4:18.2 clocking in the last race of his junior year.

Since Archie competed without this fine opponent in his senior year and his fastest mile competitor ran only 4:29.0, almost every race was planned with respect to pace alone. Archie was given splits on all 220's and 440's and was asked to memorize these, since 220, 660, and all 440 splits were called in every race and every 220 for the complete distance in his last two races.

Since we believe in running at an even pace, Archie's planned times on each 220 for the 4:10 are shown in the accompanying table, along with his actual times in the Missouri Valley AAU (4:10.0) and in the Compton Mile (4:08.9). Because of the fine competition in both these meets, Archie was excited and nervous. At the Compton, there was so much noise he didn't hear the splits on any of his 220's and 440's.

Splits	Goal	Act. Times Miss. Val.	Act. Times Compton
220	30.5	29.1	31.6
440	62.0	62.5	62.5
660	1:33.5	1:35.5	1:34.3
880	2:05.0	2:07.9	2:07.0
1100	2:36.5	2:39.3	2:38.4
1320	3:08.0	3:09.9	3:11.5
1540	3:39.5	3:38.0	3:39.8
Mile	4:10.0	4:10.0	4:08.9*

*Actual goal at Compton was 4:08.0

**1500 meters—3:52.3

As a senior, Archie was 18 years of age, 5 ft. 11 3/4 in. in height, weighed 150 pounds, and wore a size 13 shoe. He had rather unusual talent. During routine workouts, he ran the 100 in 10.6, 220 in 22.7, 440 in 50.6, half in 1:56.0, 3/4 mile in 3:06, mile in 4:22.5, and the two mile in 10:04.9. His two-mile time wasn't good, but we were never able to make him realize the importance of running well at this distance.

Archie was a strong runner and recuperated very rapidly. But because of state rules, he ran only two distance doubles on the same day. In mid-April he ran 4:17.4 and 1:55.4, and on May 23 ran a 4:10.0 and a 1:56.9 during the same evening. Archie almost always ran the mile and a 220 leg on the medley relay.

Only on two occasions was he used in another event. He ran the anchor leg (1:57.0) in the two-mile relay at the Kansas Relays in his junior year, and ran a 1:54.4 open half in his senior

year for his only competitive effort at this distance. This came on the day following his best interscholastic mile of 4:13.6.

Had there been an opportunity to have done so, we might have encouraged Archie to occasionally run the half or the 440 rather than the mile. We believe he might have run very well at either of these distances.

The opportunity, however, never materialized, since weather didn't permit such a change in events. The weather must be conducive to good times at either of these distances. Since, as in other areas of the country, many of our meets are held under none-too-ideal conditions, Archie always made an attempt at the 4:10 goal whenever conditions were at all reasonable.

FALL PROGRAM

Team workouts for cross-country start in September and end with the state meet on the first Saturday in November. Archie ran three times a week throughout the summer between his junior and senior years. These pre-season workouts were for the most part over-distance striding of from three to five miles. Although Archie didn't run the two-mile as well as might be expected, he did win the state cross-country championship in his senior year!

When school opens, cross-country practice gets underway with our squad of 50 running from 3 to 4 miles following a mile of striding and 20 minutes of calisthenics. Practice is held six days per week, on hilly terrain one day and flat areas the next.

As the squad gets into condition, over-distance striding is diminished and shorter distance repeat interval and sprinting are added. Pace sessions are also included at this time.

A typical week of mid-season training in cross-country is as follows:

Monday—flat area

1. Stride—3/4 mile
2. Calisthenics—20 minutes
3. Four minutes of striding
4. Pace—6 x 440 (goal pace)
5. Shuttle relays—4 x 100, Cals, 4 x 50, cals*
6. Four minutes striding, cals
7. Stride—3/4 mile

*30 push-ups, 30 set-ups, and 30 deep knee bends

Tuesday—hill area

1. Stride—mile
2. Calisthenics—20 minutes
3. Stride—1/2 mile
4. Any one of following sets (A, B, or C):

- A. Regressives (1, 2, or 3)
 - (1) Mile, 880, 440, 220, 100
 - (2) 2 x Mile, 2 x 880, 2 x 440
 - (3) Two miles, mile, 880 and 440
- B. Progressives (1, 2, or 3)

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- C. Regressive—Progressive (1 or 2)
- (1) Mile, 880, 660, 660, 880, mile
- (2) Mile, 3 x 880, mile
5. Shuttle relays—4 x 60, cal, 4 x 60, cal
6. Stride—mile
- Wednesday—flat area
1. Stride—¾ mile
2. Calisthenics—20 minutes
3. Four minutes of striding
4. Repeat mile intervals (pace or handicap x 4)
5. Shuttle relays—4 x 100, cal, 4 x 50, cal
6. Four minutes of striding
7. Calisthenics
8. Stride—¾ mile
- Thursday—hill area
1. Stride—mile
2. Calisthenics—20 minutes
3. Stride half
4. 1500 meters
5. 20 minutes—speed work (regulated whistle drill). Repeat in order for duration of workout: stride, sprint, stride, walk, cal
6. 1500 meters
7. Cals
8. Stride mile
- Friday—meet (two miles in Kansas)
- Saturday
1. Stride—mile
2. Calisthenics—20 minutes
3. Stride half
4. Over distance (4 to 6 miles) or repeat interval (6 x 440)
5. If repeat interval, follow with two miles striding.
- Sunday—on own (no team program)
1. Stride—mile
2. Calisthenics—20 minutes (20 minutes to an hour)
3. Fartlek—20 minutes
4. Over-distance striding—4 to 6 miles

SPRING PROGRAM

Because of our city league rules, track and field doesn't start until the last Monday in February. Prior to that time some of our boys do a little conditioning on their own, but the coach isn't permitted to be with any members of his squad.

Archie worked out on his own continually during the winter of his senior year. We were pleased with this, for we couldn't get him to take much interest in conditioning between cross-country and spring track during his sophomore and junior years.

In his senior year, Archie worked three times a week doing over-distance until the first of January, at which time he started running six times a week. Fartlek and pace were added at this time.

Because of the weather conditions in the spring, we cannot follow any definite plans about weekly programs in our state. Yet we do plan a training schedule, which is subject to change depending on wind, rain, or temperature that specific day. Archie followed a routine that was basically a distance regressive in the early season because of the possibility of a pulled muscle.

We don't do any starting or all-out sprinting until the boys are in pretty fair condition and the weather is conducive to speed work. Otherwise, sprinting is done in wind-sprint fashion with a gradual build-up and let-down. We don't permit anyone to sit down during practice, and try to have things organized so there's very little rest.

A typical week of mid-season training for a miler in spring track is as follows:

Monday

1. Stride 880
2. Calis.—20 minutes
3. Striding—four minutes
4. Regressives (A, B or C), cal between each event—alternate 30 push-ups, 30 sit-ups, or 30 deep knee bends
- A. Mile, 880, 440, and 220
- B. $\frac{3}{4}$ mile, 880, 660, 440, and 220
- C. 880, 660, 440, 330, 220, 100
5. Shuttle relays—4 x 120, cals, 4 x 50, cals
6. Stride—10 minutes
7. Relays—2 x mile relay
8. Stride—mile

Tuesday

1. Stride 880
2. Calisthenics—20 minutes
3. Striding—four minutes
4. Pace—3 x 880 (goal pace)
5. Shuttle relays—4 x 120, cals, 4 x 50, cals
6. Stride—mile
7. Relays—4 x 440
8. Stride—mile

Wednesday

1. Stride 880
2. Calisthenics—20 minutes
3. Striding—four minutes
4. Regimented whistle drill (10 minutes) stride, sprint, stride, walk, cals—repeat 4 times
5. Pace—6 to 8 x 440 (goal pace) last 440 all out
6. Stride—mile
7. Sprints—4 x 100, cals, 4 x 50
8. Stride—mile

Thursday

1. Stride 880
2. Calisthenics—20 minutes
3. Stride—mile
4. Shuttle relays—4 x 120, cals, 4 x 50, cals
5. Stride half
6. Relays—4 x 440
7. Relays—2 to 4 x mile relay
8. Stride—mile

Friday—meet

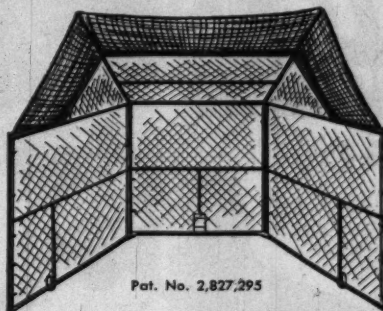
Saturday

1. Stride 880
2. Calisthenics—20 minutes
3. Stride mile
4. Repeat interval—4 x 880 or 6 x 440
5. Calisthenics
6. Stride—mile

Sunday—on own

1. Stride 880
2. Calisthenics
3. Stride—880
4. Fartlek (20 minutes)
5. Stride—3 to 6 miles

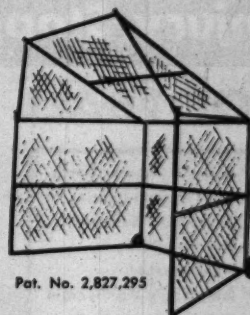
Although we used what we believed was the best approach for Archie to achieve his goal, we feel he could have accomplished as much with



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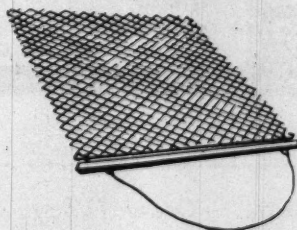
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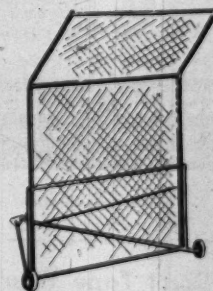
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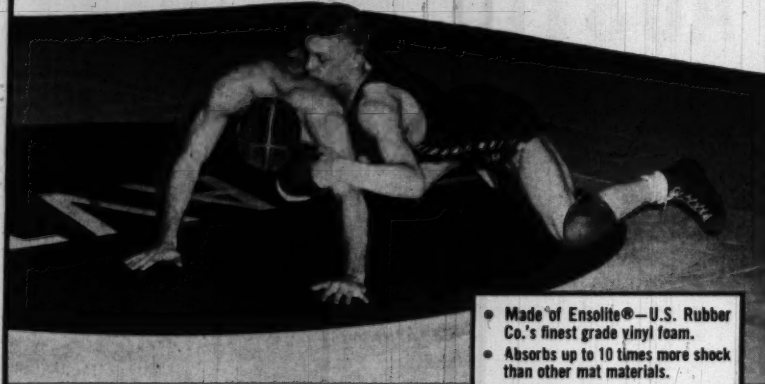
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many different training methods. We're sure this fine young man would have been a great runner under any coach and through many avenues of training techniques. With inspiration from a great father, a talented youngster of Archie's potential will be outstanding under almost any circumstances.

Many people have asked if Archie will become a four-minute miler. The manner in which they've asked leads us to feel that the four-minute mile is still the ultimate achievement in the minds of many people. If this is an indication of national feeling, especially with American milers, we probably won't have world class competitors at this distance.

The four-minute mile has been run more than 50 times by more than 22 runners, and there have been as many as five runners under this so-called barrier in one race. Yet Don Bowden is the only American who has achieved a four-minute mile to date. A four-minute mile is one of Archie's goals, but it isn't his ultimate goal. If it were, he'd be relegated to a position of a secondary class competitor by world standards.

Archie has a splendid opportunity to become a quality runner. He has great talent, the best parental interest and support, a good school in the University of Wichita, encouragement from the citizens of his community, and a fine coach in Fritz Snodgrass.

Add these together and there's no limit to his accomplishments, assuming he's willing to work and sacrifice to achieve his goals.

The Double Play

(Continued from page 10)

danger of contact, the second baseman may tag the bag with his right foot, turn and step into the base-path with the left foot, and throw to first.

In summary, the pivot man, to be effective, should execute these moves:

1. Reach second base quickly, using the cross-over step and shortening the stride as he approaches the bag.
2. Be in position to receive the ball—trying to face the thrower squarely so that he can catch the ball no matter where it's thrown. If he has time to get to the bag, he may use a slight buttonhook instead of running straight to the bag, in order to face the thrower squarely.
3. Catch the ball. Make sure of the front runner.
4. Know how to pivot.
5. Make a good throw to first base.
6. Elude the baserunner.

The player will have to practice the various types of pivots in order to determine the one he can execute best.

Tennis Practice

(Continued from page 44)

the ground—concrete, plywood, asphalt, etc. This will provide a true bounce. (This pad isn't even required for volleys, lobs, overheads, net play, etc., since the ball here is hit before the bounce.)

3. By receiving a steady, consistent stream of balls from the machine, the player may achieve a true court depth and perspective for each shot.

4. Balls may be contained in a limited area by suspending a fish net on a rope or between trees. \$25 will purchase a 10' by 100' light, collapsible fish net.

The First Day Out on the Court, the coach should set specific standards, spelling out what's expected of every squad member:

1. No varsity player will be permitted to compete in interschool matches unless he attends practice regularly.

2. Tennis isn't a slugfest. Accuracy and control lead to the effective use of power. This is what to work for.

3. The playing team will vary from week to week depending on the results of (a) the running varsity ladder, (b) the skill test scores, (c) performance in the interschool matches. These are excellent motivating devices for the squad, keeping the boys eager and hungry.

4. Interest the boys in getting underclassmen to come out for the squad. This "junior squad" will understudy the varsity and provide some of next year's material. This year they'll serve as ball feeders, scorers for skill tests, game analysis, and matches.

5. The big hitter isn't necessarily the best player. Winning teams are built on serious skill practice based on complete control rather than sheer power.

6. This isn't social tennis back at the club, but a team that's tough to make.

Every General Practice Session will include the following five-point program:

1. Jog from locker room around the outside of the field to the courts.

2. Body-building exercises related to tennis.

3. Practice and skill tests to continually improve accuracy and control.

4. Playing at least one set.

5. Analysis and discussion of the set played—strategy, clues, etc.

The coach should pass out a week's

(Continued on page 66)

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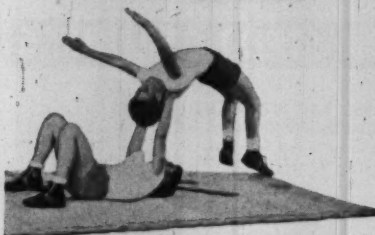
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(Continued from page 38)

his program to the needs and the personalities of the individuals.

1. Repetition Clean and Press (2 sets).

Starting Position: Standing in three-quarter squat, feet shoulder-width apart, barbell resting on floor close in front of body, hands slightly more than shoulder-width apart, grasping bar with ordinary grasp, arms straight, back straight, head up, and hips low.

Exercise:

1. In a vigorous motion, initiated with legs and back and continued with arms, pull weight up close to body. When bar reaches chest height, wrists are snapped under, palms facing forward, elbows pointing downward, weight resting against chest in front of shoulders, body erect.

2. Press bar upward until arms are fully extended overhead.

3. Lower bar until it rests against chest in front of shoulders.

4. Return to starting position by snapping wrists downward and raising elbows upward and outward. Lower weight to floor.

Suggested Starting Weight: $\frac{1}{2}$ of body weight plus 10 pounds.

2. Straight-Arm Pull-Overs (2 sets).

Starting Position: Supine, with arms extended overhead, bar grasped with ordinary grasp, hands shoulder-width apart, barbell on floor behind head.

Exercise:

1. Keeping arms straight, raise barbell to vertical position.

2. Maintain control of weight and lower it to starting position.

Suggested Starting Weight: $\frac{1}{4}$ of body weight minus 5 pounds.

3. Sit-Ups With Weight (1 set).

Starting Position: Supine, feet shoulder-width apart, heels on floor within 6-8 inches of hips, feet held down by partner, weight held behind head.

Exercise:

1. Curl trunk upward and forward and touch left knee with right elbow.

2. Return to starting position.

3. Curl trunk upward and forward and touch right knee with left elbow.

4. Return to starting position.

Suggested Starting Weight: Begin with regular sit-ups using no weight.

4. Supine Press (2 sets).

Starting Position: Supine on low bench, legs spread, lower legs flexed, feet planted firmly on floor, arms extended upward and vertical to floor, barbell held with wide, ordinary grasp.

Exercise:

1. Lower bar until it touches chest.

2. Extend arms and push bar upward to starting position. Upward movement should begin immediately after chest has been touched.

Suggested Starting Weight: $\frac{1}{2}$ of body weight.

Note: Weight must be handed to performer by partner or partners. If two persons are available, each grasps barbell outside the collars and lifts weight to proper position for performer. If one person is assisting, he grasps bar with both hands near middle so there'll be no interference with placement of performer's hands.

5. Bent-Over Lateral Raise (2 sets).

Starting Position: Standing, feet 24 inches apart, trunk bent forward at 90° angle, arms extended downward, hands grasping dumbbells with palms facing inward.

Exercise:

1. Keeping arms straight, raise dumbbells sideward to position slightly higher than shoulders.

2. Return to starting position. Dumbbells must be under control during entire movement.

Suggested Starting Weight: 10-15 pounds.

Note: If performer has difficulty confining movement to arms, a partner may place hand on back of performer's head and prevent upward movement of body.

6. One-Half Squats (3 sets).

Starting Position: Standing with feet shoulder-width apart, bar resting across top of shoulders and back part of neck, hands holding bar with wide, ordinary grasp.

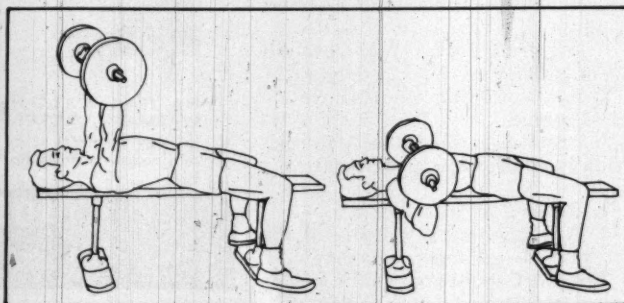
Exercise:

1. Keeping back straight and head up, go into squat position where angle formed by knees is 90° or slightly less.

2. Return to starting position.

Suggested Starting Weight: $\frac{1}{2}$ of

**SUPINE
PRESS**



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100-Yd. Dash	9.3	Fresno, Calif.	5/12/56
100-Yd. Dash	9.3	Durham, N. C.	5/ 5/56
100-Yd. Dash	9.3	Texas Relays	4/ 6/57
100-Yd. Dash	9.3	Abilene, Tex.	5/ 5/59
100-Yd. Dash	9.4	Abilene, Tex.	4/27/57
220-Yd. Dash	20.0	Sanger, Calif.	6/ 9/56
220-Yd. Dash	20.2	Los Angeles	5/ 7/49
440-Yd. Run	46.2	Salt Lake City	6/21/47
440-Yd. Run	45.0	Berkeley, Calif.	6/ 5/48
440-Yd. Run	45.8	Modesto, Calif.	5/26/56
120-Yd. H.W.	13.5	Fresno, Calif.	5/15/50
220-Yd. L.H.	22.2	Durham, N. C.	5/ 5/56
220-Yd. L.H.	22.3	Salt Lake City	6/21/47
400-Meter H.	49.5	Los Angeles	6/29/56
110-Meter H.	13.4	Bakersfield, Calif.	6/22/56
880-Yd. Run	146.8	L. A. Relays	5/24/57
2-M Relay	7:22.7	L. A. Relays	5/24/57
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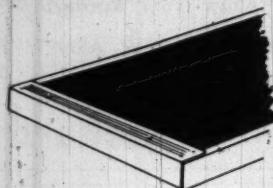
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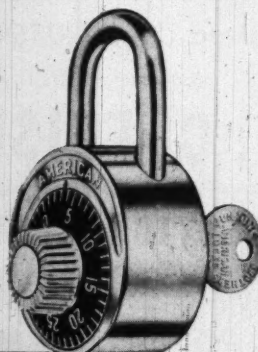
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body weight plus 10 pounds.

Note: Two partners should be available for placing weight on shoulders of weight trainer. A towel may be wrapped around part of bar that rests upon shoulders if trainer feels pressure of weight is too unpleasant.

7. Ulnar Flexion of Wrist (3 sets).

Starting Position: Standing, holding bar of dumbbell in right hand, thumb side of hand at end of bar away from end where weight is attached.

Exercise:

1. With arms extended downward and held at side of body, raise weight backward and upward as far as possible.

2. Return to starting position, or as low as possible.

Suggested Starting Weight: 5 pounds.

8. Ordinary Wrist Curl (2 sets).

Starting Position: Sitting on chair, feet on floor shoulder-width apart, trunk leaning forward, back of forearms resting against front of thighs, wrists one inch beyond knees, bar grasped with reverse grasp, hands shoulder-width apart.

Exercise:

1. Raise bar upward and backward as far as possible with curling motion. Forearms remain in contact with thighs during entire movement.

2. Lower bar to starting position, or lower if possible.

Suggested Starting Weight: 35 pounds.

The Bent-Over Lateral Raise is included to counteract the strong development of the chest muscles and to strengthen some muscles important in batting. The Wrist Curl and Ulnar Flexion of the Wrist are extremely important exercises in developing the muscles instrumental in uncocking the wrists and hitting through the ball. The same muscles are utilized in the wrist snap in throwing.

At the end of each weight training session, it's highly desirable to have each player hang from a chinning bar with arms fully extended to stretch the muscles in the arms and shoulder girdle.

Tennis Practice

(Continued from page 63)

supply of score cards, having the players record all test scores on the individual card and return the cards to the coach every day. Through analysis of these cards, the coach can determine the positions on the team.

Skill Drills, or Tests: One of the great values of such testing is that it graphically shows the players that they don't possess anywhere near the skill they think they have, and thus motivates them to work on their weaknesses.

By utilizing certain size targets, the limits of a player's skill can be quickly defined; and by accurately

ONE of the country's foremost physical educators and tennis professionals, Judy Barta has achieved nationwide recognition as a university instructor, recreation director, college physical education director, educational consultant, and tennis clinician. She has written articles, lectured on teaching, and conducted tennis clinics from coast to coast. Chairman of both the College Coordinating Committee for Women's Collegiate Tennis USLTA and the Junior Development Clinics at Forest Hills, she's been devoting much of her time to promoting tennis through Ball-Boy, an automatic tennis ball throwing machine developed through her teaching in physical education.

duplicating a hitting situation you can arrive at an irrefutable percentage rating.

Target Suggestions: For strokes—bed sheet size, reduce by half as skill increases; large hula hoops; 3' plastic toy balloon punching bag; cardboard cartons. For serve—start with targets about 3' by 3'. Make up a simple printed scorecard, listing the tests with easy marking squares for quick notations.

Diag. 6, Serve and Return of Serve Drill, practiced on one court, 2 players and 2 scorers.

Server: Test him at all three targets, one at a time: Target A directly at player, Target B deep service court to backhand, Target C short cross-court. Test on all three serves—flat, slice, and American twist.

Receiver: Must name area in which he'll return ball—cross-court, deep to baseline, lob.

Diag. 7, Forehand and Backhand Line Drive Drill, 8 players: Start ball with bounce-hit method. Boys in B positions practice backhands, those in F practice forehands.

Diag. 8, Forehand-Backhand Cross-Court Drill Long and Short: Start ball with bounce-hit method, forcing drive and put-away volley.

Diag. 9, Devise Your Own Tests, emphasizing the planned attack. Train players to think two strokes ahead in rallies with a one or two stroke sequence.

Most teachers feel that 75% should constitute a passing grade on these drill tests. But the passing grade should be predicated on the skill level of the squad. It may be raised or lowered, depending on the skill, experience and mean score of the particular squad.

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New Books on the Sport Shelf

- **BASKETBALL'S SHUFFLE OFFENSE.** By Joel Eaves. Pp. 212. Illustrated—diagrams. Englewood Cliffs, N. J.: Prentice-Hall, Inc. \$4.95.

BACK in the 1940's, Bruce Drake developed an offense that achieved national renown as the "Drake Shuffle," particularly after his two-part series on it appeared in *Scholastic Coach*.

This powerful five-man pattern, replete with embellishments, is now the *deux ex machina* of the fine Auburn teams being turned out by Joel Eaves. (In his book Coach Eaves avers that a film strip and "two articles written by Bruce Drake" inspired him to adopt this offense. We have a hunch those were our two articles.)

What makes this pattern so exemplary for coaches is that its great flexibility minimizes the problems of height, speed, and ordinary personnel. It's strictly a five-man proposition with every man moving, passing, and scoring. Because it can be learned quickly and easily by the average team, the talent you now have can do the job for you.

In 123 diagrams and graphic text, Eaves details all the mechanics of it so clearly and fully that every coach can pick it up *in toto*. After several introductory chapters on general offensive theory, advantages, player alignment and adjustment from other formations, the author delineates the five major options and the basic turnover.

Then he explains how free-lance play may be incorporated, how a post man may be used, practice drills, and the addition of a fast break. An excellent chapter on planning the practice sessions rounds out the text.

Every coach will find this book of exceptional interest and value.

- **TRACK AND FIELD ATHLETICS (5th Edition).** By George T. Bresnahan, W. W. Tuttle, and Francis K. Grezmyer. Pp. 538. Illustrated—drawings. St. Louis: The C. V. Mosby Co. \$5.50.

THIS superlative volume, a best-selling text since 1937, constitutes an extensive revision, bringing all the techniques and teaching methods up to date.

Added subject matter deals with recent experimental research in velocities in sprinting, as well as with weight training exercises, tension exercises, steeplechase running, and the track and field layout. Training methods reportedly utilized by Russian distance runners and high jumpers are also presented.

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Beautifully organized and written,

with careful consideration for the vital physiological and anatomical factors, this is a real coaching book.

- **HOW TO STAR IN BASEBALL.** By Herman L. Masin. Pp. 64. Illustrated—photos and diagrams. New York: Teen-Age Book Club. 30¢.

SEVERAL years ago, *Scholastic Magazines' Teen-Age Book Club* prevailed upon the editor of *Scholastic Coach* to undertake a series of technical sports books that would describe and illustrate all the basic fundamentals of the major sports. *How to Star in Baseball* came first, followed by *How to Star in Football*. And here's No. 3 in the series.

A superlative 64-page job covering the sport from A to Z, *How to Star in Baseball* offers a crystal-clear, highly authoritative analysis of all the basic skills: pitching, catching, batting, base running, playing the infield, playing the outfield, and team defense.

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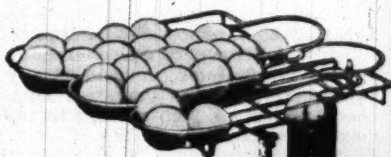
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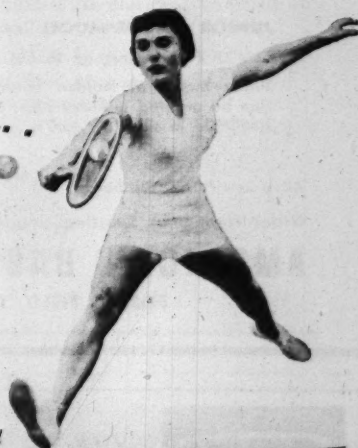
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• **ABILENE HIGH SCHOOL FOOTBALL ORGANIZATION.** By Chuck Moser. Pp. 85. Illustrated—tables and diagrams. Abilene, Tex.: Chuck Moser. \$2.50.

IF there's anyone calculated to know more than a lot about organizing a high school football team, that man is the fabulous Chuck Moser. At Abilene (Tex.) High, he captured three straight state crowns (1954-56), chalked up a 49 game winning streak, and, overall, won 78 games and lost just 7—before retiring this year to devote full time to athletic directing.

In answer to many requests, Chuck has compiled his exact system of organization into this large (8½ x 11") mimeographed book. The material is soundly organized in seven sections, namely: Drills and practice, quarterback material, game organization, scouting, bulletin board material, policies, and personnel information.

Replete with many helpful forms, charts, checklists, drills, etc., the book can prove exceedingly valuable to every football coach in the land.

Miscellaneous

• **Bike Training Room Manual.** Pp. 31. Illustrated. (A superb collection of 18 articles on first aid, covering every part of the body. For your free copy, check the "Bike Web" listing in the master coupon on page 79.)

• **All-Time Indoor Track and Field Record Book, 1960.** By Wally Donovan. Pp. 71. Liberty, N. Y.: Wally Donovan. \$1. (A new welcome addition to the record shelf, bringing into focus for the first time all the indoor records for every event.)

• **1960 Official NCAA Guides: Track and Field, Lacrosse.** \$1 each. (Complete records, schedules, reviews, rules, etc. Order from The National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N. Y.)

• **Anatomy for Students and Teachers of Physical Education.** By J. W. Perrott. Pp. 260. Illustrated. Baltimore, Md.: The Williams & Wilkins Co. \$7. (A splendidly organized, authoritative analysis of tissue structure, bones, joints, muscles, work and movement, posture, heart and circulation, and the role of competitive sports in physical education.)

Developing Champion Discus Throwing

(Continued from page 13)

the platter 161' 5 3/4" in a dual meet. Although it couldn't be accepted as a national record, Al's toss had easily exceeded Lewis' throw of 159' 1".

Throughout the rest of the season, Al continued to be consistent in every meet, and broke eight straight records in his favorite event. He threw an astounding 178' and 176' in practice, and he won the New England Senior A.A.U. Championship with a throw of 159' 4" from competitors many years his senior!

TRAINING PROGRAM

Since each track athlete has his own peculiar problems that prevent him from becoming great is his specialty, I'm going to outline the schedule that I followed in trying to help Santio achieve success in the discus.

I don't believe in following any one set procedure with every field event man. Instead, I think each boy should have a somewhat individual schedule to follow. In this way, he can work on his peculiar weaknesses more effectively.

"Stretch's" size caused him more trouble in throwing the discus than any other factor. Therefore, we attempted to attack the size problem, after I analyzed how his size was actually hindering him. Both Al and I felt that his rapid growth bothered him in basically three ways. These were:

1. Lack of strength.
2. Need for greater coordination.
3. Deficiency in speed.

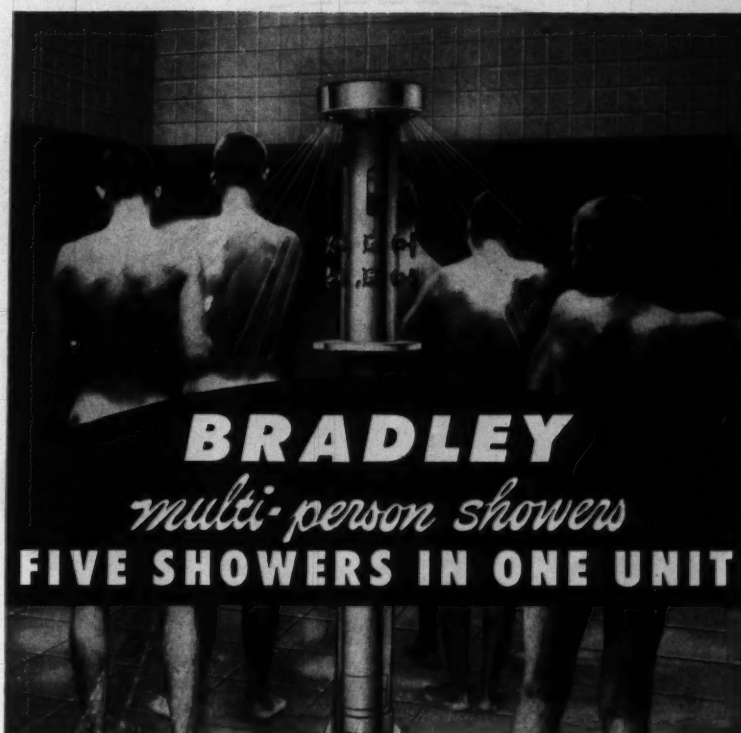
Although his success certainly wasn't great in his soph year, he did make progress in all three of the areas stated. However, since I have approximately 80 boys on the spring track team at Hope High, I felt that Al needed more attention than I could give him during the regular practice sessions.

Therefore, most of Al's workouts were held after I had already worked out the rest of the squad. We started late each day, and the two of us worked until evening together.

We considered the three weakest areas of Al's discus throwing, and we decided to work out a pattern in his training. Here are the methods that we used for each.

Increasing Strength. Since Al had grown so fast, and rheumatic fever had sapped his strength, this was the most important area we worked on. Weight work wasn't used, because the doctor felt that it could hurt him. Exercises were substituted instead.

The upper body was our prime target, since his legs were far more developed. Al could do no pushups



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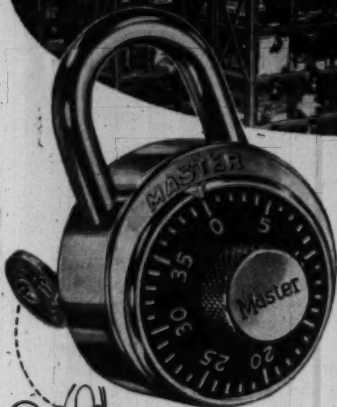
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as a soph, so we used a simplified version that he could do. He stood against a wall with hands against it and elbows bent. Then he pushed hard with his fingers and hands and pushed himself away. This worked on Al's entire arm development.

As he became stronger, pushups were also added. He worked sets of a few pushups and tried to increase the number of sets and pushups each week. Finally, finger pushups were added in the same manner. Now Santio is able to do about 50 pushups and 20 finger pushups.

The 12-lb. shot put was additionally used to develop strength. I think this helped more than any other factor in helping Al's strength. Also, situps, trunk twisting, bending, and other exercises were used to supplement the basic ones listed above.

Helping Coordination. Santio's coordination began improving rapidly as soon as his strength rose. Because his turn was so poor at first, Al worked for hours each day on turning and throwing. We felt that his coordination needed this more than anything else.

We taped the discus on to allow more turns and analysis during practice, and he took his regular turn with the throwing motion. In this manner, we didn't have to worry about the discus, and we could work on each part of the turn easier. Also, "Stretch's" weakness of fouling could be worked on more effectively.

Each day included about two hours of regular throwing of the discus and shot. The actual throwing definitely gave him a grooved turn when he did it right after working with the taped-on discus. Santio has thrown for as many as three hours in one day's practice.

Improving Speed. As with his coordination, Al's speed picked up just as soon as his strength progressed. He also worked on sprints without any set pattern. Instead, he ran when he felt like it.

Frequently, Al would challenge my sprinters and run a series of races with them. He likes to run against other field event men or sprinters and not by himself. Competition running was arranged, and he proved to be by far my fastest field event man, and almost equal to most of my sprinters.

Typical Week's Training Program

Monday:

1. Loosening up exercises for about 15 minutes.
2. Easy form throwing for half hour.
3. Turning with taped-on discus for 20 minutes.
4. Hard throwing with regular discus for hour.
5. Shot-put work for hour.
6. Five sprints about 50 yards in length.
7. Pushups and pushing away from wall at night at home.

Tuesday:

1. Loosening up exercises for about 15 minutes.

2. Easy form throwing for half-hour.
3. Hard throwing for one and a half hours.
4. Shot-put work for three-quarters of hour.
5. Pushups and pushing away from wall at night at home.

Wednesday:

1. Easy loosening up for throwing under meet conditions.
2. Actual meet against other discus men with handicaps given each according to ability. Fouls strictly called. Meet repeated about five times (to give confidence that he will not foul in meets).
3. Shot-put work for hour.
4. Ten sprints of 15 yards each.
4. Pushups and pushing away from wall at night at home.

Thursday:

1. Loosening up exercises for about 15 minutes.
2. Easy form throwing for hour.
3. Hard throwing for half-hour (tapering off for meet on Saturday).
4. Shot-put work for half-hour.

Friday:

Complete rest if meet is scheduled for Saturday. We have meets for two months straight starting at the end of April. If no meet scheduled for following day, then Wednesday's workout is repeated.

THE moral of this inspirational story is obvious: That a shrewd, dedicated coach, given the raw material to work with, can produce a national champion. Bill Falk, just 31 years old, has been coaching for eight years. After receiving his B. A. from Brown in 1949 and his M. A. from Columbia in 1952, he took over the coaching reins at Attleboro (Mass.) H. S. and produced a state champion in one of the four years he spent there. Bill then switched to Hope High in Providence, R. I., and has been producing winners ever since. His Hope teams have never lost a dual meet and have captured two state outdoor titles plus a New England championship. Bill's prize protegee, Al Santio, is one of the handful of lads who have made Scholastic Coach's All-American H. S. Squad in two sports (basketball and track).

Saturday:

Meet. When there's no meet, a short practice is held consisting of work taped-on discus and a short period of actual hard throwing.

Sunday:

No throwing—only work on push-ups and pushing away from the wall.

Note: Boys with only ordinary interest could not follow this long, hard workout schedule. Santio had remarkable interest. He never had a sore arm.

Al Santio has seen his patience, desire, and concentration pay off in the discus. Now a freshman at Maryland State College, he's definitely on his way to the Olympics, and I feel, also, to a new world's record.

Because of his background of rheumatic fever, he hasn't been able to work with weights as yet. We've been forced to substitute less strenuous exercises in their place such as push-ups, situps, and jumping calisthenics. Next year he'll start weight work with his doctor's accord.

No matter how awkward really tall men may seem, they have terrific promise for the future. Sooner or later, they'll stay in the circle with a turn good enough to enable them to use their power.

Santio's progress chart reads as follows: Grade 10—age 16-17, ht. 6-4, wt. 195, best throw 112', third in state meet. Grade 11—age 17-18, ht. 6-6, wt. 209, best throw 140', first in state meet. Grade 12—age 18-19, ht. 6-7, wt. 223, best throw 161-5/8, first in state meet. Two ages are listed for each year because Santio's birthday occurs in May.



(ABOVE) Assembly of steel structure is completed by attaching cross braces to frames with wing nuts.

(LEFT) Optional slide plank holders for frequently disassembled bleachers.



(ABOVE, CENTER) 5-row Budget Master bleachers.



(ABOVE, RIGHT) 10-row section with guard rail. Elevated front cross aisle and 15-row assembly also available.

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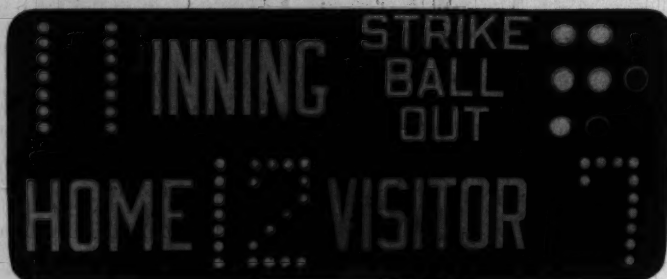
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High School Golf

(Continued from page 30)

class golfers. Prizes are awarded for various scores, long drives, closest to the pin, highest and lowest scores, and other such competitions. A new golf ball makes an excellent prize, as do tees, sweat socks, head covers, or a glove.

Try to have as many prizes as contestants in this meet. Our boys eagerly look forward to this tournament each year.

With the conclusion of our field day, we begin our summer golf program. All boys returning to school in the fall participate. Also invited are any newcomers we know about.

A round-robin or double round-robin schedule is set up with each player supplied with a copy of the schedule. This includes the names, addresses, and phone numbers of all players, the pairings and dates for each match, and league rules. Each player is then responsible for fulfilling his part in the league. We supply trophies for the league winners.

This program has met with great enthusiasm by our boys. Not only are they encouraged to continue their golfing during the summer months but it keeps them together and builds a stronger team for next season. In three years of operation, this program has developed several exceptionally fine high school golfers.

The coach can easily handle this program in the summer or, if necessary, enlist the aid of the local pro.

OFF-SEASON ACTIVITIES

When school reopens in the fall, the coach should call an organizational meeting. Here plans for the coming season should be outlined. To keep the golf program rolling, a fall clinic may be held. This may be followed by a match play tournament to decide the school champion. The program in the fall shouldn't be neglected. Here's an excellent opportunity to get organized for spring competition.

In the off-season, during the winter months in most areas, the program should be continued with practice indoors. Swing exercises are excellent conditioners. An indoor driving cage or chipping area is invaluable, and great use can be made of such facilities.

Boys should be encouraged to study various phases of the game, learn the rules, and keep in condition. Films are excellent aids in achieving desired goals.

These and many other things may be done to build your golf program. A well-organized, year-round program will achieve desirable results in your school. Try this program and watch the interest in golf build throughout the school and even the community.

Sliding Practice

(Continued from page 7)

The head should be held back slightly to help the player lean his trunk backward. Players cannot slide effectively "sitting straight up." They must lean backward and slide practically lying down. This helps get the soles up off the ground, eliminating the possibility of catching the spikes and thus twisting or turning an ankle. The legs should be bent and relaxed, with the soles pointed to the side or backward.

Once the straight-in slide is perfected, the boys should be taught to hook to the side of the base. The same fundamentals should be stressed, with particular attention to the position of the legs, the angle of the knees, and the position of the foot tagging the base. This foot should be relaxed and pointed to the side to allow the top of the foot, and not the spikes, to contact the base. In teaching the hook slide, the coach should first allow the players to slide to either side, which ever feels most natural to them. After perfection of the slide on that side, the players should practice sliding to the opposite side, since good base-runners must be able to slide in both directions. When the players become fairly skillful at sliding on both sides, the coach should straddle the base and indicate the direction in which he wants the player to slide. This indication must be given early to allow the player plenty of time to decide on which side to slide. At first, the coach can merely wave his arms in the direction in which he wants the player to slide.

Later he can use a glove and a ball and put the tag at one corner of the base, thus indicating to the player to slide to the other side. All through sliding practice, of course, players must be cautioned to carry out their original intention—once a slide is started it must be completed. Changing horses in mid-stream isn't nearly as dangerous as changing a slide in mid-air.

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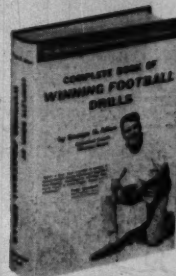
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The use of sliding pits has long been a standby in sliding practice. While it does have some drawbacks, properly conducted it permits perfection of sliding skills with little danger of injury.

The coach should see that the pit doesn't have a deep layer of sawdust or mixture. While a deep layer affords more protection from injury, it doesn't provide a good sliding surface. The player often "mires up" in the mixture instead of sliding along its top.

A thin layer of mixture over a rather firm sub-surface makes for a more realistic slide, thus facilitating the coaching of form and technique. If this type of pit is used, the players may want to wear sneakers for added protection against injury until skill is attained.

Some of the advantages of the sliding pit include:

1. **Safety**—this is especially true with a deep layer of mixture.
2. Practice can be conducted outdoors in full baseball uniform, enabling the coach to mix this drill with other regular outdoor drills.

Some of the disadvantages of the sliding pit are:

1. The pit is often soggy, soft, and wet.
2. If the mixture is damp, it may damage the uniform pants.
3. The pit is often unavailable, since it may stay wet for several days after a rain.
4. The loose mixture gets in player's shoes, uniforms, etc., making the drill uncomfortable at times.

SLIDING ON DAMP GRASS

Sliding on damp grass is preferred by many coaches, since it offers a more realistic, game-like slide than the soft, spongy sliding pit. Here again, many coaches want the players to use sneakers during the first few sessions until the basic skills are mastered.

Some coaches don't like to subject their practice pants to the stress and strain of continuous sliding on damp grass. Flannel practice pants tend to tear easily from much sliding on wet grass.

The use of the light canvas practice pants pretty well eliminates this problem, since these pants don't seem to suffer any damage from this type of sliding.

Some of the advantages of using damp grass for sliding practice are:

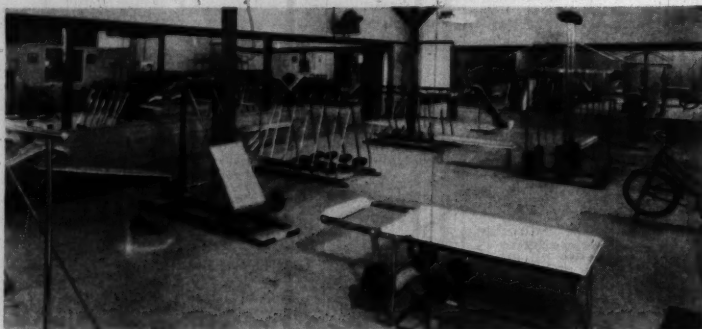
1. Practice can be conducted outdoors, affording a near-game sensation to the slider.
2. The firm ground offers easy sliding.
3. Sliding practice can be combined with other drills and baserunning situations by placing the bases on the outfield or infield grass.

Some of the disadvantages are:

1. **Safety**—player's spikes may catch in the grass if sneakers aren't worn.
2. Resulting wet clothing is uncomfortable.

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3. Sliding can be damaging to the pants.

4. Sliding can be practiced only under certain weather conditions.

Practicing sliding indoors is preferred by many coaches in the early season, especially when teaching the skill to inexperienced players. The sessions can be held in any part of the gym that has a good floor finish, in any room where mats can be placed on the floor, or in a hallway.

No extra equipment need be worn by the players. Although some boys may like to wear a pair of sweat pants over the baseball pants for extra cushioning, this isn't really necessary.

When using mats to slide upon, players may wear sneakers or slide in their stockinged feet. Precautions should be taken to see that the mats are in good repair, with no tears in the cover, no areas without padding, and a fairly tight cover that won't slip and "bunch up."

Sliding can be practiced very well on mats, although players may occasionally stumble as they step onto the mat to slide. This can be eliminated by the use of a long continuous mat (if available).

We've found that indoor sliding practice can best be conducted with no mat at all. In fact, we've obtained such fine results with direct contact on the gym floor that we feel it offers the best means of practice in the early season. It's proved superior to sliding pits, damp grass, or mats, especially when working with unskilled players.

Naturally, players wear sliding pads, stockings, baseball pants or/and sweat pants. They eschew sneakers; this practicing must be done in the stockinged feet for maximum safety, since the rubber soles of the shoes might catch against the floor and cause an ankle injury.

Some coaches and players like to use a blanket for this practice, spreading it on the floor and sliding on it. As the player lands on the blanket, it will slide along the floor with the player on it—somewhat like sliding down a snow-covered hill on a piece of cardboard. But we've found sliding without a blanket to be just as effective and comfortable. It's also less

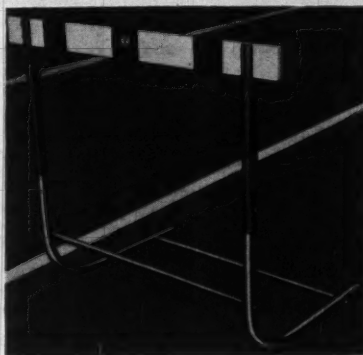
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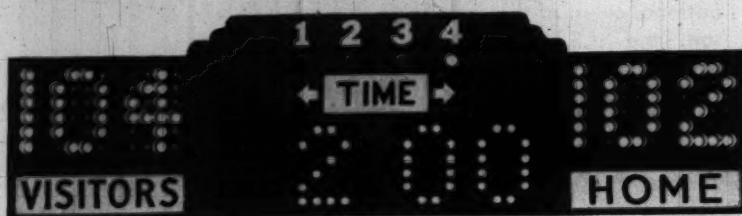
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troublesome, since it isn't necessary to straighten and move the blanket after each slide, and the number of sliding lines isn't limited by the supply of blankets.

On most modern well-kept gym floors with a good finish, players will be able to slide for quite some distance, enabling the coach to observe their form for a longer period than usual and without the cloud of dust or sawdust that often accompanies an outdoor slide.

On some floors it may be advisable to slide with the grain rather than across it. But this isn't essential on a well-kept floor.

The most common injuries caused by outdoor sliding—ankle injuries and skin burns or "strawberries"—are minimized indoors by sliding in the stockinged feet, which offer little resistance and thus don't catch on the floor, and by wearing sliding pads with game socks and baseball pants or (even better) with thick sweat pants.

The main danger in sliding on the floor lies in the possibility of bruising a hip. The boys must be cautioned against leaping or high jumping into the slide (an improper technique, anyway), for fear of landing too heavily on the hip. This has been the most important safety factor we've found in this sliding practice.

Some of the advantages of sliding in the gym are:

1. It facilitates the teaching of techniques.

2. The player *really* slides—he can feel his mistakes in form as he slides easily along the floor.

3. The coach can observe the form longer and under better conditions than usual.

4. Safety—there's little fear of ankle injuries or "strawberries."

5. It's a good drill for rainy days or cold weather.

6. The needed space is usually easily available.

Some of the disadvantages are:

1. It doesn't give the same "feel" as outdoor sliding.

2. It cannot easily be used with other baserunning drills.

3. The players may be hesitant at first about sliding on the floor.

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- ☐ Batting Tee
- ☐ Football Trainer
- ☐ Bowling Shoe

NISSEN TRAMPOLINE (35)

- ☐ Booklet, "What You Should Know About Rebound-Tumbling"

OCEAN POOL (66)

- ☐ Catalog on Swim and Pool Equipment

OHIO ATH. SPECIALTY (53)

- ☐ Information on Football Dual Game and Practice Pants

OLSON, CARL (72)

- ☐ Information on Track and Field Score Cards

ONOX (51)

- ☐ Brochure on Footsprayer for Treatment and Prevention of Athlete's Foot

PARAMOUNT BARBELL (64)

- ☐ Catalog of Barbells and Gym Equipment

POCONO FAB. (17)

- ☐ Catalog on Adjustable Football Face Guard

PORTA SPORT (68)

- ☐ Brochure on Goals, Cages and Other Equipment

PROGRAM AIDS (44)

- ☐ Catalog of Coaching Aids

PROTECTION EQUIP. (62)

- ☐ Catalog on Polyonite Football Protective Equipment and Wrestling Mats

PYE CORP. (67)

- ☐ Literature on Transistorized Megaphone

RALEIGH RECONDITIONERS

(Back Cover)

- ☐ Information on Reconditioning Service
- ☐ Information on Football Line Markers

RAWLINGS (15)

- ☐ Folder on Football Equipment

• SEE PAGE 80 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

For all athletic fields

"WHITELINE"

THE SAFE MARKING COMPOUND

eliminates...
LIME BURNS,
IRRITATION,
EYE INJURIES

The use of lime in marking playing fields has shown that certain problems arise. The most important is the fact that lime can cause painful body burns and possibly severe eye injuries... especially when fields are wet.



This problem can be entirely eliminated by using "WHITELINE," which contains NO free lime or alkalis and is PERFECTLY SAFE.

"WHITELINE" does not dissolve in the rain as quickly as lime and easily applied, it will maintain a clean, bright, white mark when used either wet or dry.

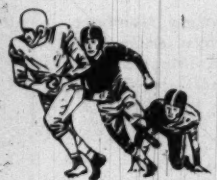
"WHITELINE" is used by schools, colleges, institutions and by the United States Government on their playing fields.

Try a bag... be convinced that "WHITELINE" is the best (and safest).



CHAS. B. CHRYSTAL CO., Inc.

53 PARK PLACE, NEW YORK 7.
PLANT-WAREHOUSE: JERSEY CITY



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MASTER COUPON

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(Numbers in parentheses denote page on which advertisement may be found)

RICHARDS-WILCOX (57)

- ☐ Catalog on Folding Partitions

RIDDELL, JOHN T.

(Inside Front Cover)

- ☐ Information on Quality Line of Football, Baseball, Track, and Basketball Equipment

ROBBINS FLOORING (77)

- ☐ Information on Ironbound Continuous Strip Maple Floors

RONALD PRESS (38)

- ☐ List of Sports Books

SAFWAY STEEL (73)

- ☐ Bulletin on Portable Steel Bleachers

SAND KNITTING (74)

- ☐ Catalog of Athletic Knitwear and Uniforms

SNYDER TANK (78)

- ☐ Information on Steel Stands

SPALDING & BROS. (1)

- ☐ Catalog

SPANJIAN (26-27)

- ☐ Literature on Football Knit Practice Pants

UniMac (2)

- ☐ Information on School Laundry Equipment

VIBRA-WHIRL (53)

- ☐ Literature on 2, 3, 5, 7 Man Blocking Sleds

WALTER-SWANSON (78)

- ☐ Literature on Quality Tennis Shoes

WHIRL-A-BATH (70)

- ☐ Information on Portable, Non-Electric Whirlpool Bath

WIGWAM MILLS (16)

- ☐ Information on Athletic Socks

WILSON (6)

- ☐ Catalog

WOLVERINE SPTS. SPLY. (24)

- ☐ Literature on Weight Jacket, Heel Cup, Basketball Foul Flashers

NAME _____ POSITION _____

(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

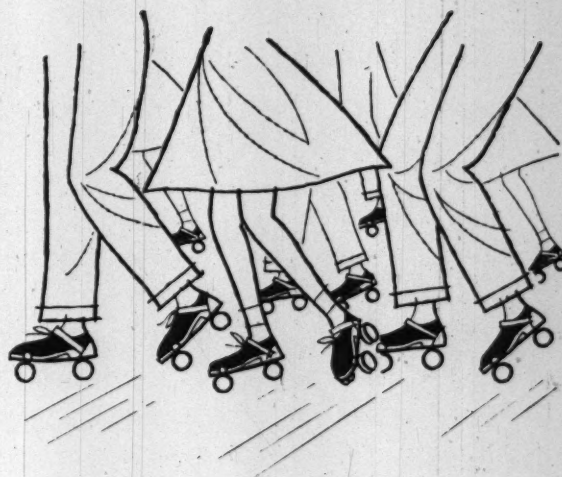
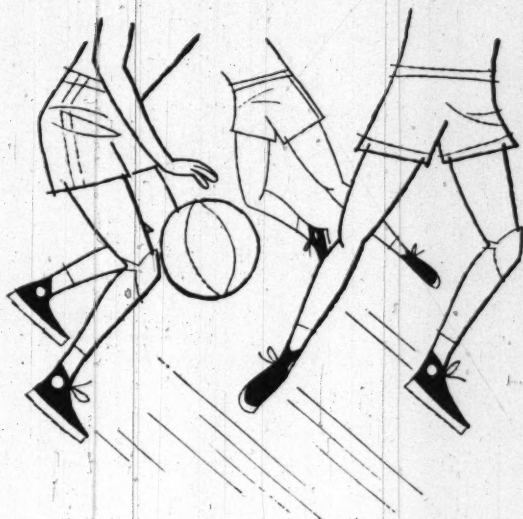
ADDRESS _____

CITY _____ ZONE _____ STATE _____

No coupon honored unless position is stated

March, 1960

MORE PER SQUARE FEET



Get More Flexibility

IN YOUR GYM

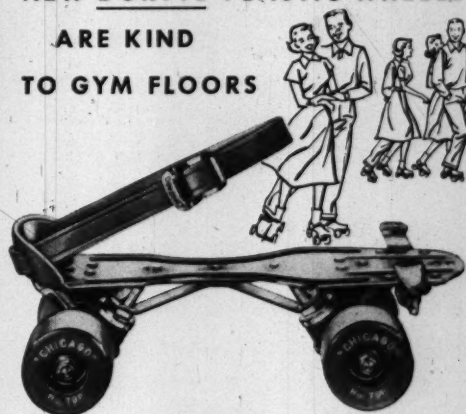
Even the non-athlete will enjoy roller skating in your gym. It's the one sport in which everyone participates and has a barrel of fun. It is a great Youth Fitness program because it teaches rhythm, co-ordination and grace without the skater being conscious of it. That, plus the fun is why more schools, churches and recreation centers are making roller skating an integral part of their programs. Write today for facts and details.

"CHICAGO"

Roller Skates

4478-C West Lake Street, Chicago 24, Illinois

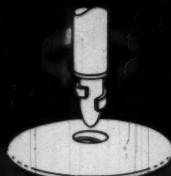
NEW DURYTE PLASTIC WHEELS
ARE KIND
TO GYM FLOORS



New Duryte plastic wheels have a long life and are guaranteed not to mar or scratch gym floors. "Chicago" has a skate designed for every type of floor surface or finish. Write today for free details on roller skating programs and skating equipment.

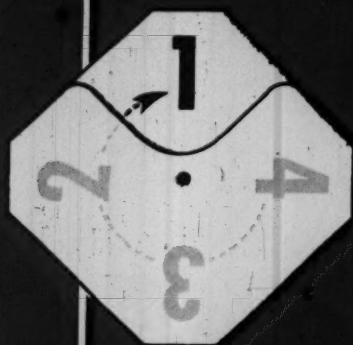
GO MODERN...USE THE NEW

TWIST LOCK



FOOTBALL LINE MARKERS

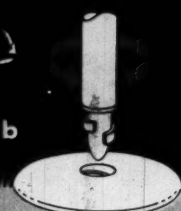
with the simple "safety release"
ground plug



Step on and press into ground. Twist to unlock... but leave pole marker in plug.



If for any reason pole must be moved in a hurry, "plug marker" marks the spot! To re-secure plug just twist and lock.



Use the ultra-modern TWIST LOCK 10-Yard Linesman's Chains with the brand new "Twist Lock" principle that always leaves a spot to which to return. It guarantees safe, simple, exact spotting!

Complete Set consists of 10 yds. chain, 2 marker poles, placement clip (assembled) and Down indicator. **ONLY \$59.95 delivered.**

OTHER FEATURES:

- c) **DOWN INDICATOR**... a four-corner numbered device that revolves. To change "down", move one corner to the next. Numbers appear on both sides with only the correct "down" visible. "4th down" is RED.
- d) **NON-KINK CHAIN** will never kink and will always measure ten yards.
- e) **DIRECTIONAL COLOR SYSTEM**. Pole-top discs are painted green and red to more readily distinguish for officials the position of the ball in relation to a measurement. Green is "go pole" and red is the "stop pole." When ball changes hands pole direction is reversed.
- f) **PLACEMENT CLIP** on-chain avoids the necessity to return chain to the sideline by an official! Saves time!



Raleigh

Where Progress
Never Ends!

RALEIGH RECONDITIONERS
New Rochelle, N. Y.

Please ship Twist Lock 10-Yard Line Markers Set to

School _____

Address _____

City _____

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New Rochelle, N. Y.

